

# OERs and the University

Institutional Aspects of Openness

*Wolfgang Greller, Open University of the Netherlands*

Centre for Learning Sciences and Technologies  
[celstec.org](http://celstec.org)



# The Meaning of Openness

The concept of „open“ is not new: e.g. public libraries, open universities

Now: *Open Source, Open Access, Open Data, Open Educational Resources, Open Course Ware, Open Assessment, Open Networks, Open Online Courses (MOOC), Open Standards...*

Open =   Free of charges  
          Free to edit  
          Free to distribute/share



But: different for each concept!

CELSTEC  
celstec.org



# Demands on HEIs

Openness  
Transparency  
Accessible



Competitiveness  
Income Generation  
Privacy Protection

**Open ethos:** Publicly funded research should be publicly available!  
Funding bodies insist on free availability of education and research products. This leads to dispute with publishing industry.

CELSTEC  
celstec.org



# Drivers/ Reasons for OERs

- ⚠ Ethical (= myth)
- ⚠ Funding (= unsustainable)
  - Marketing/Branding (e.g. tasters)
  - Sustainability of content (internal openness)
  - Standardisation of process (internal)
  - Innovative business models
  - Engine for change (surfaces systemic 'soft' issues)

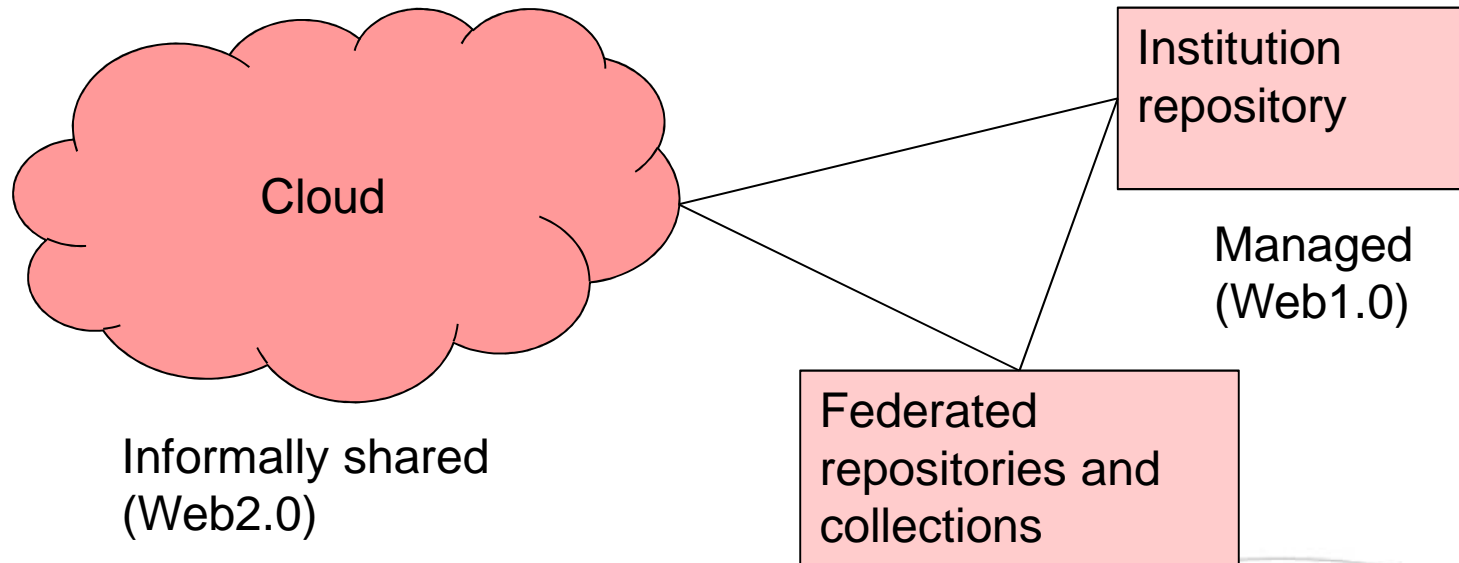
OER engagement adds a range of additional needs: IPR, de-contextualisation, presentational and media design (quality standards), learning design for 'strangers', curation and long-term access issues = **COST!**

- ⚠ Need to move from OER subsistence to sustainability

CELSTEC  
celstec.org



# Where OERs are



Most OERs are **personally shared** items, not institutionally organised or managed

Knowledge increasingly **located/stored outside institutions** (open scholarship)

CELSTEC  
celstec.org



# OER use

Institutional use of open content is still rather limited



CELSTEC  
celstec.org



# Licence Compatibility

Barriers and hesitations on licence issues in „official“ use of OERs

Compatibility chart		Terms that can be used for a derivative work or adaptation						
		by	by-nc	by-nc-nd	by-nc-sa	by-nd	by-sa	pd
Status of original work	pd	■	■	■	■	■	■	■
	by	■	■	■	■	■	■	
	by-nc		■	■	■			
	by-nc-nd							
	by-nc-sa				■			
	by-nd							
	by-sa						■	



# Learning Networks

Learning Networks are fed by OERs. Institutions still largely content providers.

## Tangible OERs

OCW

Lesson plans

Video/audio lectures

Simulations

## Intangible (O)ERs

Advice

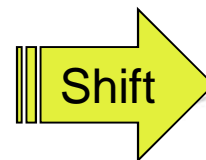
Community

Open Assessments

Expertise

Participation

**Learning Resources**



**Human Resources**

Move from OER to Open Practice (content ▶ process | delivery ▶ collaboration)

Move from repository to eco-system

CELSTEC  
celstec.org





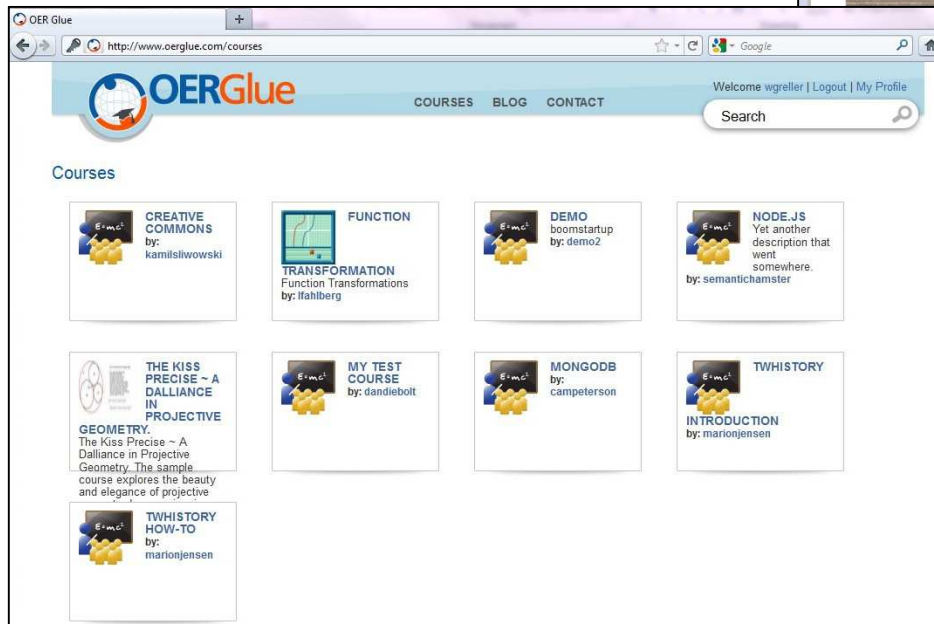
# Learning Process

- University courses are linear
- OERs don't make a course!

LiveBinders.com



OERGlue.com



← OER organisers

CELSTEC  
celstec.org

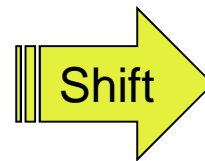


# Open University of the Netherlands

**OpenU**

**Business Case**

Make your  
case for  
OERs in the  
institution



**Business Model**

Build your  
business on  
OERs

CELSTEC  
celstec.org



# Open University of the Netherlands

Old business model: **people buy courses**: Bachelor, Master, PhD

Drivers for OER business model:

- Target new customer groups (professional learners)
- Generate new revenue streams (from services surrounding OERs)
- Widen participation (in Dutch context)
- Creating lifelong learning trajectory for learners

CELSTEC  
celstec.org



# New Business Model

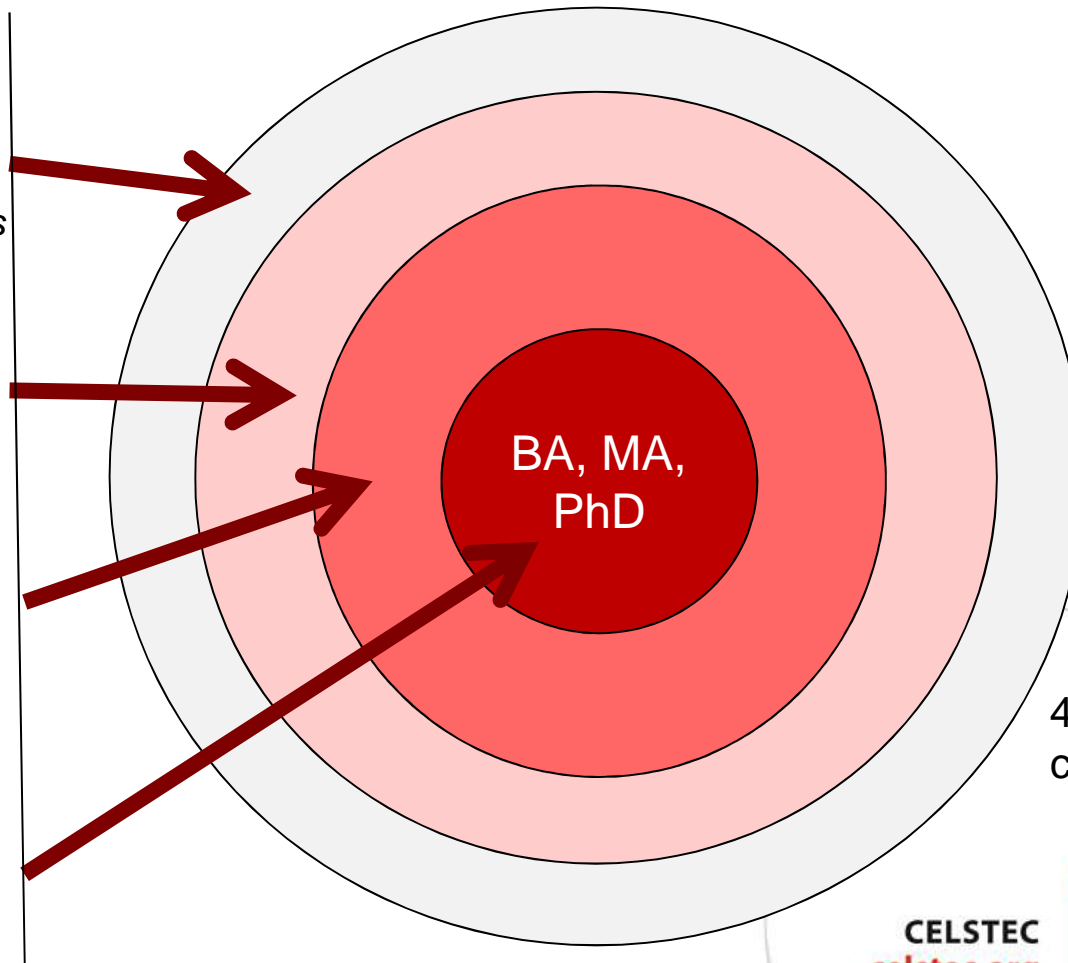
## CUSTOMER

**Layer 1:** (free/open)  
*OER content, course teasers, scientific articles*

**Layer 2:** (registered)  
*personalised services (pdp), tests, community*

**Layer 3:** (subscription)  
*pedag. process, support, services, tools, cohorts*

**Layer 4:** (fee based)  
*examination, accreditation*



## BUSINESS

1: marketing, awareness



2: targeted marketing



3: targeted support



4: traditional course business

CELSTEC  
celstec.org



# New Business Model

## Benefits:

- Low threshold entry to HE and professional learners
- Attracting new learners (e.g. for short term commitment)
- Customer loyalty
- Living up to **Open University** name and mission

CELSTEC  
celstec.org



# Summary

## To make OERs sustainable institutions need:

- Clarity of ownership of content and process (author vs. employer)
- Clear licencing policies
- Building internal quality processes
- Clear business model (marketing driver is not enough)
- Clear distribution model (e.g. app store model)
- Increased use of third party content in course curricula

CELSTEC  
celstec.org

