

**6th International on Open Education  
'Mainstreaming Open Education'  
#OER15**



**Day 1: Tuesday 14th April**

9.30 - 10.30	Registration & Coffee (Foyer)								
10.30 - 10.50	Welcome to Cardiff (Dora Stoutzker Hall) Conference Chairs   Prof John Grattan								
10.50 - 11.30	KEYNOTE: Cable Green (Dora Stoutzker Hall)								
	Dora Stoutzker Hall (Theatre) Main Building	Room 0.18 Ground Floor Main Building	Seligman Studio First Floor Main Building	Simon Gibson Suite Second Floor Main Building	Rowe Beddoe Studio Second Floor Main Building	Studio 1 Second Floor Main Building	Studio 2 First Floor Main Building	Weston Anthony Hopkins Centre	Linbury Gallery / Bute Theatre
11.30 - 13.00	PANEL SESSION 1 (Open Educational Practice (OEP) and Policy) 780 Chair: Nicole Allan Panel Lead	PARALLEL SESSION 1 Lightning Talks (Impact Research) 670   713 (Open Courses) 688   689   706   788 Chair: Alastair Clark	PARALLEL SESSION 2 Lightning Talks (Learners and Other Communities) 752   757   759 (Open Education across languages) 664   669†   718 Chair: Haydn Blackey	PARALLEL SESSION 3 Short Papers (Open Education Practice (OEP) and Policy) 729   755   784 Chair: Joy Hooper	PARALLEL SESSION 4 Short Papers (Open Courses) 690   714†   733 Chair: Simon Thomson	PARALLEL SESSION 5 Short Papers (Open Education Practice (OEP) and Policy) 683   684   757 Chair: Anthony Beal	PARALLEL SESSION 6 Short Papers (Learners and Other Communities) 687†   699 Lightning Talks 680   743† Chair: Christa Appleton	PARALLEL SESSION 7 Short Papers (Open Education across Languages and Cultures) 667   738   744 Chair: Lis Parcell	POSTER ID's 671   681   686   694   704   728   736   739   770   001   002
13.00 - 14.00	Lunch & Exhibition								
	Dora Stoutzker Hall (Theatre) Main Building	Room 0.18 Ground Floor Main Building	Seligman Studio First Floor Main Building	Simon Gibson Suite Second Floor Main Building	Rowe Beddoe Studio Second Floor Main Building	Studio 1 Second Floor Main Building	Studio 2 First Floor Main Building	Weston Anthony Hopkins Centre	Linbury Gallery / Bute Theatre
14.00 - 16.00	PANEL SESSION 2 (Open Educational Practice (OEP) and Policy) 746 Chair: Lala Canals Panel Lead	PARALLEL SESSION 8 Short Papers (Impact Research) 716   717   764   685 Chair: Siobhan Burke	PARALLEL SESSION 9 Workshops (Open Educational Practice (OEP) and Policy) 679   732 Chair: Haydn Blackey	PARALLEL SESSION 10 Short Papers (Open Education Practice (OEP) and Policy) 668   682   745 Lightning Talks (Open Education Practice (OEP) and Policy) 708   761 Chair: Lis Parcell	PARALLEL SESSION 11 Short Papers (Open Education Practice (OEP) and Policy) 692   749   778   791 Chair: Paul Richardson	PARALLEL SESSION 12 Short Papers (Open Education Practice (OEP) and Policy) 696   697   722   734 Chair: Martin Weller	PARALLEL SESSION 13 Short Papers (Learners and Other Communities) 691   720   727   782 Chair: Simon Thomson	PARALLEL SESSION 14 Short Papers (Open Education across Languages and Cultures) 703   715   748   787 Chair: Simon Horrocks	POSTER ID's 671   681   686   694   704   728   736   739   770   001   002
16.00 - 16.30	Coffee Break								
16.30 - 17.15	KEYNOTE: Josie Fraser (Dora Stoutzker Hall) 5.30pm ALT OER SIG Committee Meeting								
19.00 - 19.45	Drinks Reception (National Museum)								
19.45 - 23.00	Gala Dinner (National Museum)								

**Day 2: Wednesday 15th April**

8.15 - 9.00	Coffee Break								
9.00 - 10.00	KEYNOTE: Sheila MacNeill (Dora Stoutzker Hall)								
	Dora Stoutzker Hall (Theatre) Main Building	Room 0.18 Ground Floor Main Building	Seligman Studio First Floor Main Building	Simon Gibson Suite Second Floor Main Building	Rowe Beddoe Studio Second Floor Main Building	Studio 1 Second Floor Main Building	Studio 2 First Floor Main Building	Weston Anthony Hopkins Centre	Linbury Gallery / Bute Theatre
10.00 - 11.00		PARALLEL SESSION 15 Workshop 789 (Learners and Other Communities) Chair: Workshop Lead	PARALLEL SESSION 16 Workshop 742 (Learners and Other Communities) Chair: Workshop Lead	PARALLEL SESSION 17 Workshop 766 (Impact Research) Chair: Workshop Lead	PARALLEL SESSION 18 Workshop 675 (Open Courses) Chair: Workshop Lead	PARALLEL SESSION 19 Workshop 678 (Open Education in Colleges and Schools) Chair: Workshop Lead	PARALLEL SESSION 20 Workshop 693 (Open Educational Practice (OEP) and Policy) Chair: Workshop Lead	PARALLEL SESSION 21 Workshop 750 (Learners and other communities) Chair: Workshop Lead	POSTER ID's 671   681   686   694   704   728   736   739   770   001   002
11.00 - 11.30	Coffee Break								
	Dora Stoutzker Hall (Theatre) Main Building	Room 0.18 Ground Floor Main Building	Seligman Studio First Floor Main Building	Simon Gibson Suite Second Floor Main Building	Rowe Beddoe Studio Second Floor Main Building	Studio 1 Second Floor Main Building	Studio 2 First Floor Main Building	Weston Anthony Hopkins Centre	Linbury Gallery / Bute Theatre
11.30 - 13.00		PARALLEL SESSION 22 Short Papers (Open Education across Languages and Cultures) 710   719   790 Chair: Dafydd Trystan	PARALLEL SESSION 23 Short Papers (Open Courses) 705†   725   765 Chair: Haydn Blackey	PARALLEL SESSION 24 Short Papers (Open Education Practice (OEP) and Policy) 724   751   781† Chair: Alastair Clark	PARALLEL SESSION 25 Short Papers (Open Education in Colleges and Schools) 726   759 (Open Education in Colleges and other communities) 730 Chair: Paul Richardson	PARALLEL SESSION 26 Short Papers (Open Education Practice (OEP) and Policy) 695   777   786 Chair: Martin Weller	PARALLEL SESSION 27 Short Papers (Learners and Other Communities) 711   747   774 Chair: Elizabeth Jones	PARALLEL SESSION 28 Short Papers (Open Education across Languages and Cultures) 741   754   768 Chair: Anthony Beal	POSTER ID's 671   681   686   694   704   728   736   739   770   001   002
13.00 - 14.00	Lunch & Exhibition 1.30pm Meet the ALT - OER SIG								
	Dora Stoutzker Hall (Theatre) Main Building	Room 0.18 Ground Floor Main Building	Seligman Studio First Floor Main Building	Simon Gibson Suite Second Floor Main Building	Rowe Beddoe Studio Second Floor Main Building	Studio 1 Second Floor Main Building	Studio 2 First Floor Main Building	Weston Anthony Hopkins Centre	Linbury Gallery / Bute Theatre
14.00 - 15.00		PARALLEL SESSION 29 Short Paper (Open Education Practice (OEP) and Policy) 677 Lightning Talks (Open Education Practice (OEP) and Policy) 735   756 Chair: Panos Bamidis	PARALLEL SESSION 30 Lightning Talks (Open Educational Practice (OEP) and Policy) 702   771   772   785 Chair: Haydn Blackey	PARALLEL SESSION 31 Short Papers (Open Courses) 731   740 Chair: Debbie Baff	PARALLEL SESSION 32 Short Papers (Open Education in Colleges and Schools) 723   779 Chair: Simon Thomson	PARALLEL SESSION 33 Short Papers (Open Education Practice (OEP) and Policy) 666   776 Chair: Christa Appleton	PARALLEL SESSION 34 NON SCHEDULED Chair: Lis Parcell	PARALLEL SESSION 35 Short Papers (Open Education across Languages and Cultures) 712   753 Chair: Lis Parcell	POSTER ID's 671   681   686   694   704   728   736   739   770   001   002
15.00 - 15.15	Break								
15.15 - 16.15	KEYNOTE: Martin Weller (Dora Stoutzker Hall (Theatre)) Chair Close / Handover								

Notes: † paper will no longer be presented

ID	Main Author	Title	Abstract	Theme
1	Martin Weller	OER RESEARCH HUB		Impact Research
2	Debbie Baff	OER WALES CYMRU		Open Educational Practice (OEP) and Policy
664	Anna Comas-Quinn	Open practice and civic value: transforming pedagogy in language learning	OER is used by many as shorthand for openness in education. However, content and resources are just one aspect of education and the real power to transform pedagogy resides in the wider Open Educational Practices (Beetham, 2012), which focus on open pedagogy alongside open resources, technology, research and sharing. In this paper I focus on open practice that aims to turn 'cognitive surplus into civic value' (Shirky, 2010). I describe some of the opportunities afforded by the adoption of open practices to connect learning in the classroom with the real world outside formal education, and to encourage students to see their class work not as 'disposable assignments' (Wiley, 2013), but as making a contribution to society. The paper presents some examples from language learning of open pedagogical approaches that aim to make a contribution to society (Beasley-Murray, 2008; Martínez-Arboleda, 2013; Nelson & Pozo-Gutiérrez, 2013), before examining in more detail how one particular open online volunteer community, the TED Open Translation Project, is being used by teachers and learners in formal and informal learning. I review work on the motivations of participants in this community (Cámara de la Fuente, 2014) and consider the pedagogical potential of involving language learners in collaborative translation activities through the TED Open Translation Project. References Beasley-Murray, J. (2008). Was introducing Wikipedia to the classroom an act of madness leading only to mayhem if not murder? <a href="http://en.wikipedia.org/wiki/User:Jbmurray/Madness">http://en.wikipedia.org/wiki/User:Jbmurray/Madness</a> Beetham, H., Falconer, I., McGill, L. & Littlejohn, A. (2012). JISC Open Practices: Briefing paper. Cámara de la Fuente, L. (2014). "Multilingual Crowdsourcing Motivation on Global Social Media. Case Study: TED OTP". Sendebarr. No. 25. <a href="http://revistaseug.ugr.es/index.php/sendebarr/article/view/1541/2676">http://revistaseug.ugr.es/index.php/sendebarr/article/view/1541/2676</a> Martínez-Arboleda, A. (2013). Discovering Spanish Voices Abroad in a Digital World. In Beaven, A., Comas-Quinn, A. and Sawhill, B. (eds) Case Studies of Openness in the Language Classroom (pp.176-188) Research-publishing. <a href="http://research-publishing.net/publications/2013-beaven-comas-quinn-sawhill/">http://research-publishing.net/publications/2013-beaven-comas-quinn-sawhill/</a> Nelson, I., & Pozo-Gutiérrez, A. (2013). The OpenLIVES Project: Alternative Narratives of Pedagogical Achievement. In Beaven, A., Comas-Quinn, A. and Sawhill, B. (eds). Case Studies of Openness in the Language Classroom (pp.162-175) Research-publishing. <a href="http://research-publishing.net/publications/2013-beaven-comas-quinn-sawhill/Shirky, C. (2010) How cognitive surplus will change the world. http://www.ted.com/talks/clay_shirky_how_cognitive_surplus_will_change_the_world">http://research-publishing.net/publications/2013-beaven-comas-quinn-sawhill/Shirky, C. (2010) How cognitive surplus will change the world. http://www.ted.com/talks/clay_shirky_how_cognitive_surplus_will_change_the_world</a> Wiley, D. (2013) What is Open Pedagogy? <a href="http://opencontent.org/blog/archives/2975">http://opencontent.org/blog/archives/2975</a>	Open Education across Languages and Cultures
666	Jonathan Marino	Building an atlas of change that everyone can edit: the MapStory experience	This short paper will present past progress and future plans for MapStory.org, a platform that empowers a global community to organize knowledge about the world spatially and temporally, rather than encyclopedically as Wikipedia has done so well. MapStory launched a prototype in January 2013 and has since been tested by 1500 people, viewed by over 120 million across six continents, and used by major publications like the Washington Post and Vox. In early 2015 MapStory will launch as a Beta with new features developed during the prototyping process, such as distributed versioned editing for data and a new composer for 'spatio-temporal narratives'. This short paper will discuss how we've used open source geospatial components to build MapStory and how it can be deployed by humanities scholars, journalists, students and the general public to help us all better understand how our world evolves over time - at hyper local and global scales.	Open Educational Practice (OEP) and Policy
667	Katerina Zourou	Social networks and their role in Open Educational language Practice and interaction	There is an increasing body of literature on OER/OEP for language education. Within this field, topics addressed so far are among others OER for less used languages (Bradley & Vigmo, 2014), crowdsourcing and user-driven practices with OER (Beaven, T. et al., 2013), and OEP from a language teaching perspective (Beaven, Comas & Sawhill, 2013; Borthwick et al., 2014; Whyte et al., 2014). A topic that is much less explored is the way knowledge sharing and peer interaction develop around Open Educational Language Practice, especially when documented barriers to OEP expansion include limited OER uptake and few collaboration opportunities and practices with OER. The paper explores whether, and under what conditions, social network dynamics are able to tackle more participatory OEP based on the claim that social networks offer more opportunities for user engagement, participatory learning and social interaction. The paper addresses two questions, namely a) What are the perceived advantages and limitations of social networks for open educational language practice? and b) how can language interaction benefit from OEP, as communication is fundamental to the development of language skills? An expert survey has been launched with the aim of tackling these questions. We identified 20 experts working at the crossroads of OER and Computer Assisted Language Learning (CALL), as CALL experts are in the best position to assess the value of OER, which by definition are digital materials. The methodology adopted aims to bring to the surface the relationships, expressed as similarities and divergences, which emerge in expert discourse generated in an expert survey on OER/OEP and the role of social networks in language learning and teaching. The paper adopts content analysis as an analytical, interpretative approach to understanding subjective realities (Mostyn, 1985; Mayring, 2000). The paper identifies challenges and threats to OEP expansion through social networks in the language education field and contributes to an understanding of the role of social dynamics in open education. References Beaven, A., Comas-Quinn, A. and Sawhill, B. (eds.) (2013) Case Studies of Openness in the Language Classroom. Dublin: Research Publishing. Beaven, T., Comas-Quinn, A. Hauck, M., de los Arcos, B. and Lewis, T. (2013). The Open Translation MOOC: creating online communities to transcend linguistic barriers. JIME. <a href="http://www.jime.open.ac.uk/jime/article/view/2013-18">http://www.jime.open.ac.uk/jime/article/view/2013-18</a> Borthwick, K., and Gallagher-Brett, A. (2014) 'Inspiration, ideas, encouragement': teacher development and improved use of technology in language teaching through open educational practice. CALL, 27.2:163-183. Bradley, L., Vigmo, S. (2014). OER in less used languages: a state-of-the-art report. LangOER consortium. <a href="http://langoer.eun.org/">http://langoer.eun.org/</a> Mayring, P. (2000). Qualitative Content Analysis. Forum: Qualitative Social Research, 1.2 <a href="http://nbn-resolving.de/urn:nbn:de:0114-fqs0002204">http://nbn-resolving.de/urn:nbn:de:0114-fqs0002204</a> . Mostyn, B. (1985). The content analysis of qualitative research data: A dynamic approach. In M. Brenner, J. Brown and D. Cauter (eds.), The research interview. London: Academic Press. 115-145. Whyte, S., Schmid, E. C., van Hazebrouck Thompson, S. and Oberhofer, M. (2014). Open educational resources for CALL teacher education: the iTILT interactive whiteboard project. CALL, 27.2: 122-148.	Open Education across Languages and Cultures

ID	Main Author	Title	Abstract	Theme
668	Chrissi Nerantzi	Nothing stops us now or mainstreamed open educational practices, real examples from HE	Collaborative practice is the way forward - together we can be resourceful and make things happen. Money for development projects has dried up and often, if there is any available, the big sharks get there first. If you are small and want to develop open learning opportunities, you might or not, have seed funding to go ahead. However, there are advantages to independent unfunded projects: you will be able to move faster and make things happen more easily. Weller (2011) called this little Open Educational Resources (OER) and includes small-scale open practices. Finding like-minded people to work with is no longer a challenge in the networked world. Digital practitioners know where to look when they need help and act (Bennett, 2012). They experiment and play with ideas, concepts and develop practices. However, social learning creates opportunities for all. Social and mobile media are bringing us closer together in networks and communities. We make stuff and make things happen together, with others in our networks, but most importantly we share. We share ideas, experiences and emotions but also creations. The reality is that there will always be limitations but there are plenty of opportunities for all of us to be imaginative and consider thinking inside-the-box, but we also have the option to break free from within! A potpourri of mainstreamed OER innovations in the area of professional development of teachers in HE is shared where grassroots mainstream open practices attract more than just early adopters (Rodgers, 1983), digital residents (White & LeCornu, 2011) and digital practitioners (Bennett, 2012) and help individuals to develop, grow and play a key role in the social process of their own learning and development. Blending informal and formal learning is a key feature together with the flexible and collaborative nature from conception to developer offering, and related research. Informal cross-institutional collaborations that can be scaled up if we want to, have come into existence, new frameworks and models of and for professional practice are emerging that make CPD stimulating, invigorating and change practices. Are they changing cultures too? Could this be a way forward to normalise the use of open practices and develop sustainable solutions that can be mainstreamed in other disciplines or professional areas? Could little OER trigger big changes? These aspects will be shared by presenting real examples of open CPD and how it has helped to change practice. References Bennett, L. (2012) Learning from the early adopters: Web2.0 tools, pedagogic patterns and the development of the digital practitioner, Doctoral thesis, University of Huddersfield. Rogers, E. M. (1983) Diffusion of Innovation (3rd ed.), London: Free Press. Weller, M. (2011) The Digital Scholar. How technology is transforming scholarly practice, London: Bloomsbury Academic. White, D. S. & Le Cornu, A. (2011) Visitors and residents: Towards a new typology for online engagement. First Monday 16(9), available at <a href="http://firstmonday.org/htbin/cgiwrap/bin/ojs/index.php/fm/article/viewArticle/3171/3049">http://firstmonday.org/htbin/cgiwrap/bin/ojs/index.php/fm/article/viewArticle/3171/3049</a>	Open Educational Practice (OEP) and Policy
669	Ulrich Tiedau	Open Educational Practice and Public Engagement: a case study from a less commonly taught language	Abstract The project presented here investigates "the potential of new forms of public engagement enabled by new technology" (Scanlon, 2013: 3), using an example from a UK less-widely-taught language community ("VirtualDutch") that has been engaged in Open Educational Practices for quite some time (xxxxxx, 2008; xxxxxx, 2013). It does so with the objective of developing, in close interaction with the historically interested public, a set of Dutch (and Flemish) Walks through London, highlighting the manifold connections between the Capital and the Low Countries through the centuries. The Walks will be released as Open Educational Resources in the form of leaflets, podcasts and an interactive iOS/Android app. Their development takes place in close dialogue with historically interested communities who will not only be able to follow the walks but also to contribute user-generated content which, it is expected, will unearth even more of the hidden Dutch and Flemish histories of London. This in turn, we hope, will allow staff at secondary, tertiary and other institutions to include these sites as resources in their research and teaching ("London as part of our campus"). The presentation will conclude with some theoretical reflections and preliminary findings on how Open Educational Practices can be integrated with Public Engagement. References Scanlon, E. (2013). 'Scholarship in the digital age: Open educational resources, publication and public engagement', British Journal of Educational Technology (2013), pp. 1–10. xxxxxx, X. (2013). 'Open Educational Practices in a Lesser-Taught Language Community', Journal of e-Learning and Knowledge Society, vol. 9, no. 1, pp. 47–57. xxxxxx, X. (2008). 'The Multicultural Society in the Netherlands: Technology-supported Inquiry-based Learning in an Inter-institutional Context', Teaching in Higher Education, 13, 437–447. Weller, M. (2011). The Digital Scholar: how Technology is Transforming Academic Practice, London: Bloomsbury.	Open Education across Languages and Cultures
670	Christine Davies	Finding and Making Xerte Learning Objects for Research Methods	Understanding research methodologies and methods is very important for many learners, particularly those who are undertaking study at Level 7 or above. It is also an area with which students may be unfamiliar, and in which they appreciate opportunities for practice. For part-time and distance learners, and those who are predominantly work-based, it is particularly important that appropriate, engaging resources in the topic are made available online, for example via an institutional VLE such as Moodle. Given the numerical and graphical aspects covered, producing effective resources can be difficult and time-consuming, and hence good quality, ready-made materials were sought. An inspection of the OER repository XPERT revealed several appropriate Xerte learning packages in research methods and basic statistics produced by the University of Nottingham, which could be downloaded within a 'Xerte' block, or as a SCORM package, and these will be used within Wales Institute of Work-Based Learning (WIBL) programmes at the University of Wales Trinity Saint David (UWTSd) in the near future. Xerte learning objects can incorporate images, video and audio, have many options for questions and interactivity, and also have the advantage of built-in accessibility features (JISC Techdis, 2014). Given the perceived usefulness of Xerte, bespoke learning objects were produced using this application at UWTSd to cover additional aspects of research methods, and to provide appropriate context for work-based learners. These will also be incorporated into certain level 7 and 8 WIBL programmes in the near future. Student opinion will subsequently be canvassed, and any necessary changes made before these learning objects are made available to the OER community. References JISC Techdis (2014) technology matters: Xerte. [online] Available at : <a href="http://www.jisctechdis.ac.uk/techdis/technologymatters/Xerte">http://www.jisctechdis.ac.uk/techdis/technologymatters/Xerte</a> . (Accessed 4.11.14) The University of Nottingham (2013) The Xerte Project. [online] Available at : <a href="https://www.nottingham.ac.uk/xerte/index.aspx">https://www.nottingham.ac.uk/xerte/index.aspx</a> . (Accessed 5.11.14) The University of Nottingham (2010) Xpert. [online] Available at : <a href="http://www.nottingham.ac.uk/xpert/">http://www.nottingham.ac.uk/xpert/</a> . (Accessed 6.11.14)	Impact Research

ID	Main Author	Title	Abstract	Theme
671	Christine Davies	An Open Mobile App to support Practice-Based Learning	Learners are increasingly using Mobile apps for general academic support (eg. TED), and sometimes for tasks such as audio assessment and feedback (eg. 'Open Voice'). Practice-based learners may additionally turn to Mobile apps to support their specific learning needs and contexts, and there are several reported examples of this including the MOBILearn project (Lonsdale et al., 2004), and in specific fields such as medicine (for example, the iDoc project, Hardyman, 2013). Over the past year, a project at the University of Wales Trinity Saint David (UWTS), partially funded by a HEA small grant, has involved the production of an app to support trainee science teachers – specifically, to provide 'just in time' information relevant to the assessment of pupils' science skills. This project has involved academics and Technology-Enhanced Learning staff, and is an important development in the context of providing useful resources to busy, practice-based learners. The app is undergoing further development before imminent release, and during Winter 2014/Spring 2015 will be evaluated by groups of UWTS trainee science teachers. A Welsh-medium version will subsequently be produced. Unlike many mobile apps, both versions of the app will be made freely available to the educational community, and at an appropriate point the impact of this resource will be estimated for both trainee and qualified teachers in Wales. It is envisaged that the project will subsequently lead to further app development for other aspects of work- and practice-based learning, and in principle could be valuable to many professions. References: Hardyman, W., Bullock, A., Brown, A., Carter-Ingram, S., Stacey, M. (2013) Mobile technology supporting trainee doctors' workplace learning and patient care: an evaluation. BMC Medical Education, 13 (6). [online] Available at: <a href="http://www.biomedcentral.com/1472-6920/13/6">http://www.biomedcentral.com/1472-6920/13/6</a> . (Accessed 12.10.14) Lonsdale, P., Baber, C., Sharples, M., Byrne, W., Arvanitis, T. N., Beale, R. (2004) Context Awareness for MOBILearn: Creating an engaging learning experience in an art museum. In Attewell, J., & Savill-Smith, C. (Eds.), Mobile Learning Anytime Everywhere: A Book of Papers from MLEARN 2004, p. 115–118. London: Learning and Skills Development Agency Open University (2014) Downloads. OpenVoice. [online]. Available at: <a href="http://appstore.open.ac.uk/downloads/">http://appstore.open.ac.uk/downloads/</a> (Accessed 12.10.14) TED Conferences (2014) TED. [online] Available at: <a href="http://www.ted.com/">http://www.ted.com/</a> (Accessed 1.11.14)	Impact Research
675	Simon Thomson	What the FOOC? Supporting staff in preparing to become open and online learners.	"Far from realizing the high ideals of their advocates, MOOCs seem to be reinforcing the advantages of the 'haves' rather than educating the 'have-nots,'" Ezekiel J. Emanuel commenting on his paper with Christensen, G. et al., 2013 Other similar emerging studies also conclude that MOOCs are predominantly the preserve of those with a higher education experience, as supported by the University of Edinburgh MOOC Report (2013) which stated: "Over 70% of respondents indicated completion of degree-level academic achievement; a total of 40% respondents had achieved a postgraduate degree." Despite this, MOOCs also generally suffer from high rates of student "non-completion" and whilst it may be argued that some might come for only elements of the MOOC with no intention of completion this session will suggest that some of the reasons for non-completion are due to the fact that the learners are not equipped to learn online and openly in this way. It should perhaps be noted that many learners who have had a University experience would have received a "very hands-on approach to learning, both through face-to-face interaction with peers and teachers." Morris & Lambe (2014) This "physical" experience is in contrast to the "virtual" experience of the MOOC which in some cases might feel lonely and often lacking any tutor support at all. This session will introduce the participants to the concept of a FOOC (Facilitated Online Open Course) and in particular the use of the FOOC as a preparation for those wishing to undertake MOOCs in the future but who feel they are not equipped to do so. The facilitated open online course is a MOOC experience at its core but with a local face-to-face physical presence to provide support for the learners as they prepare to become confident MOOC learners. The session will present curriculum content currently being developed for a new FOOC titled "Get Online & Get Open" (GoGo). During the session participants will explore the concepts around the FOOC experience, be introduced to the curriculum design and be asked to contribute to its development through critical reflection and discussion to further enhance the learning design. Christensen, G. et al., 2013. The MOOC Phenomenon: Who Takes Massive Open Online Courses and Why? Working Paper. Social Sciences Research Network. Available at: <a href="http://papers.ssrn.com/sol3/papers.cfm?abstract_id=2350964">http://papers.ssrn.com/sol3/papers.cfm?abstract_id=2350964</a> . MOOCs@Edinburgh Group, 2013. MOOCs @ Edinburgh 2013: Report #1. Available at: <a href="http://hdl.handle.net/1842/6683">http://hdl.handle.net/1842/6683</a> . MOOCs, L. of & MOOCs, L. of, What is a MOOC? 8. Palgrave. Available at: <a href="http://www.palgrave.com/resources/Product-Page-Downloads/M/Morris-Studying-a-MOOC/Studying-a-MOOC-Neil-Morris-James-Lambe.pdf">http://www.palgrave.com/resources/Product-Page-Downloads/M/Morris-Studying-a-MOOC/Studying-a-MOOC-Neil-Morris-James-Lambe.pdf</a> [Accessed November 14, 2021].	Open Courses
677	Nick Sheppard	The more things change: synergy and dissonance in Open Access (OA) and Open Education (OE)	Significant developments in OA, driven by HEFCE's "Policy for open access in the post-2014 Research Excellence Framework" state that authors' final peer-reviewed manuscripts must be deposited in a repository on acceptance for publication i.e. "green" OA. In many ways the policy is a response to the Finch report and RCUK policy which emphasise "gold" whereby a journal provides immediate OA to articles on the publisher's website and may levy a fee as an alternative to library subscription. There is consensus that established models of scholarly communication, especially related to copyright, inhibit scientific progress, and RCUK emphasise that gold OA must be CC-BY. In response, traditional publishers have moved towards a "hybrid" model whereby they facilitate green by permitting "self-archiving" – often subject to embargo – but increasingly promote gold whereby authors pay a fee to publish CC-BY (average fee across the sector = £1800 per article), in stark contrast to the use of open licences in OE more generally and reflecting commercial interests with evidence that publishers benefit in the form of "double dipping", effectively paid twice for the same content via library subscription and OA fees (Pinfield et al 2014). To comply with HEFCE, there is considerable activity across the sector to develop robust infrastructure – repositories, CRIS, RIOXX, Jisc's "Publication Router", "Open Mirror", Monitor project and CORE aggregator. Individual HEIs are also iterating to develop infrastructure and appropriate internal policies; at Leeds Beckett, like many Universities, we are looking into the management of APCs to ensure double-dipping does not occur which requires collaboration between library, research office and faculty. In addition, the more specialised requirements of a HEFCE compliant repository means we are reviewing our infrastructure and considering a Jorum "Window" to manage OER rather than the current "blended" repository comprising OA research and OER. HEFCE policy serves to emphasise OA over OE and there are questions of academic support structure; academic librarians typically specialise in research support or teaching and learning. Increasingly, librarians advocate for OA/OE, particularly using the HEFCE mandate as a tool to encourage OA publishing routes and it was thought OE/OA would solve the problem of the "serial crisis", this is now not thought to be the case (Harris, 2012). OA and OE have much to share and remain convergent in many ways. This paper will describe the developing OA landscape and invite participants to explore synergies and dissonance with OE in the contexts of infrastructure, policy and licensing; we will argue that to avoid continued commercial exploitation, the fostering of partnerships across the academy is crucial to mainstreaming Open Education. Pinfield, S., Salter, J. and Bath, P.A. (2015) The 'total cost of publication' in a hybrid open-access environment: Institutional approaches to funding journal article-processing charges in combination with subscriptions. Journal of the Association for Information Science and Technology. (In Press) Harris, S. (2012) Moving towards an open access future: the role of academic libraries. A report on a roundtable commissioned by SAGE, in association with the British Library	Open Educational Practice (OEP) and Policy

ID	Main Author	Title	Abstract	Theme
678	Theo Kuechel	Open Content Toolkit Workshop	<p>There has been a significant increase in the quantity and quality of open resources hosted in online media archives. This can be attributed to the increasing digitisation of cultural artefacts, allied with a global trend towards openness, brought about by a growing uptake of Open and Creative Commons licences. This new digital landscape is providing some innovative opportunities for learning and research. One recent example of this was when the British Library uploaded over one million images into the public Domain on Flickr Commons. It seems a fair assumption that many of these collections will be familiar within the Libraries, Museums and Galleries sector, and that Academia will make extensive use of them. However one of the most important groups of potential users, the school and college sector, may be missing out on the pedagogical richness of these resources. I am developing the "Open Content Toolkit" <a href="http://opencontenttoolkit.wikispaces.com">http://opencontenttoolkit.wikispaces.com</a> to harness the educational potential of such resources in a way that extends beyond mere illustrative reference. Participants in this open media rich workshop will collaboratively explore and discuss the "Open Content Toolkit". It will enable participants to discover where and how to access some of the best Open and Creative Commons licensed educational resources currently available, and consider a number of contextual frameworks for learning and for developing educational resources, which can bring about the pedagogical benefits as listed: Discovery of resources to be used freely and safely across all curriculum areas Enabling the world today to be viewed through a historical and cultural lens Augmenting research skills Developing curation, metadata and tagging skills Encouraging critical thinking Understand digital literacy Developing computational thinking Providing a context for teaching ICT, Computing capability, coding and web skills Remixing, repurposing and sharing digital media Equipping educators and students with a practical and usable understanding of Copyright and IP Incubating creative ideas for using digital content Workshop Programme Introduction to the toolkit and a chance to join the community Exploring the toolkit and its resources Creating a new resource or page to add to the toolkit Plenary discussion critical feedback. Next steps By the end of this workshop participants will be able to: Locate and curate new sources of open educational media and resources Reflect upon the pedagogical value of the Open Content Toolkit Apply strategies for using open content and media to create learning activities Link cognitive outcomes with appropriate resources Offer critical feedback and feedback that will help improve the toolkit Access and participate in the further development of the toolkit If participants have access to a wireless enabled laptop or mobile device the author would welcome them to bring them to the workshop.</p>	Open Education in Colleges and Schools
679	Andy Lane	Who knows how and who shares what: open education practices as an inclusive social innovation	<p>This 90 minute workshop will build upon previous conference-based workshops investigating flows of knowledge exchange between multiple institutional actors in particular sectors of the economy (see Oreszczyn and Lane 2012a and 2012b). In this case the workshop will be a scoping study on knowledge flows to support institutional capacities and capabilities in open education practices in the UK which will be followed by a similar workshop looking at knowledge flows globally at the Open Education Consortium Global Conference later in April 2015 (<a href="http://conference.oecconsortium.org/2015/">http://conference.oecconsortium.org/2015/</a>). Open educational resources (OER) and the related open educational practices (OEP) that use them are premised on a sharing and inclusive culture whereby both the resources and practices aim to create bridges between the primary (e.g. educational institutions, teachers) and secondary (e.g. learners, non-governmental organisations, civil society organisations, community groups) users as active participants. OER and OEP have been likened to open innovations (see Lane, 2013) with a social rather than commercial purpose and which involve a greater number of institutional and governance actors. Many primary users involved in OEP aspire to empower secondary users by enabling self-directed capacity and capability building. In particular OEP and related digital practices are held up as 'disruptive innovations' more than as influences on existing divides in access to education and to digital technologies (Lane, 2009). This conference brings together a blend of academics, policy makers and practitioners and thus provides an excellent opportunity to involve some of the principle movers and shakers in this relatively new 'open education' movement and to use them to help map out who are the knowledge creators, the knowledge brokers and the knowledge users, and how that knowledge flows between them and where the policy and practice barriers may be most acute. This will be achieved through small groups using a visual mapping technique accompanied by audio-recording and/or note-taking of what participants say when discussing the maps. A report on the workshop will be made available on the Conference website after the event, as well as feeding into the subsequent workshop at the OEC Global conference. References Lane, A. B. (2009) The impact of openness on bridging educational digital divides, The International Review of Research in Open and Distance Learning, 10(5): 12 pp, ISSN 1492-3831 Lane, A. (2013) Social and economic impacts of open education, in Eds. Squires, L and Meiszner, A, Openness and Education, Advances in Digital Education and Lifelong Learning, Volume 1, 137-172, Emerald Publishing Oreszczyn, S. and Lane, A.B. (2012a) The role of contexts in knowledge brokering systems, Report on a workshop held at Bridging the Gap between Research Policy and Practice: The importance of intermediaries (knowledge brokers) in producing research impact, Wednesday 7th December 2011 Royal Institute of British Architects (RIBA), London, 4pp, available at <a href="http://www.genomicsnetwork.ac.uk/media/report_oreszczynandlane.pdf">http://www.genomicsnetwork.ac.uk/media/report_oreszczynandlane.pdf</a> Oreszczyn, S. and Lane, A. (2012b) Mapping knowledge exchange in the UK Hedgerow management system: A report on a workshop held at the first International HedgeLink Conference, Staffordshire University, Stoke on Trent, UK, 3-5 September, 2012, 14pp, available at <a href="http://oro.open.ac.uk/35938/">http://oro.open.ac.uk/35938/</a></p>	Open Educational Practice (OEP) and Policy
680	Siobhan Burke	Augmented Reality for Science Education	<p>This lightning talk is to enlighten the OER community about a 3 year EU Erasmus+ funded project to ensure the development of STEM key competences and the intake of students in science-related career paths at lower secondary school level. The project has the dual aim of 1) developing and testing an innovative, called-for approach to science teaching and 2) giving students a more positive view of and attitude to science, thus helping enhance and promote science education across Europe by motivating students otherwise prone to giving up on science. The project will introduce Augmented Reality (AR) to develop a more student-centred approach by illustrating the often hidden processes that are central to understanding science. AR makes possible active, collaborative learning as well as interaction with and visualization of central science knowledge. An open educational resources (OER) approach will be employed, enhancing the accessibility and dissemination impact of the materials produced. The Jorum service will carry out much of the dissemination work through webinars and events. Jorum will also develop a flexible platform for the materials to enable easy access. The project partners include: UK The Learning, Teaching and Professional Skills team in the Digital Resources division at Jisc, who will provide expertise in Augmented Reality and Jorum infrastructure. Denmark Research Center for E-Learning and Media at VIA University College Skolen I Midten primary school. Norway The Faculty of Education and International Studies at Høgskolen I Oslo Og Akershus (HIOA) Spain The E-Learning department at Galicia Supercomputing of Galicia Centre (CESGA) at the Fundacion Centro Tecnologico De Supercomputacion De Galicia. The project will also involve teachers and students from schools across the partner countries to both develop the materials and transfer the skills required to create materials in the future. The main outputs of the project include: Production of a needs analysis report based on research carried out at national and European level to provide guidance and specific direction for the project. Creation of scientific articles to maximize impact of and disseminate the project findings to the European science education and ICT/learning communities. Creation of AR materials and made available in 3 languages: English; Spanish and Danish. OER platform development to include a multilingual interface for English; Spanish; Danish and Norwegian. A guide for teachers and students on how to produce and use AR in connection with science education.</p>	Open Education in Colleges and Schools



ID	Main Author	Title	Abstract	Theme
681	Marieke Guy	The Open Education Handbook	<p>Where would you go if you wanted to know about the history of open education? What about if you were after a list of editor tools for remixing OERs? Or if you wanted to know more about open learning and practice? How about if you wanted to find out more about OERs and their use in the developing world? Or were considering what affect open education has on education? And what about if you were interested in open education data? There is a lot of information on open education and OERs strewn across the web but now it has been brought together in a collaboratively written, user-friendly handbook. The Open Education Handbook is a living web document targeting educational practitioners and the education community at large. It is the result of a crowd-sourced initiative led by the Open Education Working Group, one in the series of over 20 Open Knowledge working groups that has been established to bring together people and groups interested in open education. The handbook has been drafted over a series of online and offline events including booksprints and focused mailing list discussions. Content is key within the handbook and it has a broad coverage considering both practical and factual areas and more discursive topics. The handbook is currently held in Booktype, an open source platform for writing and publishing print and digital books. Content from the handbook has been translated into Portuguese (Manual de Educação Aberta) surfaced in open education books, featured on Slidewiki and reused in lots of other great places. Late last year the handbook was edited and tidied up. Improvements were made to many areas including overall structure, typos and writing, universal style, fact checking, citations and links, glossary and definitions. An iteration of the handbook was then made available as a PDF and in ePub format. To realise its full potential as a resource the handbook needs to be allowed to continue to evolve and be built upon. Discussions have already taken place around the future of the handbook and possible ideas include moving it to Wiki books, embedding it within Wikipedia and building a front-end for it to use with Booktype. It is hoped that these ideas can be developed further in discussion with the community. Would you be interested in contributing to the handbook? Can you help formulate the next steps for this great open resource? This poster will share highlights from the handbook, its development and its future. The Handbook is available under a Creative Commons Attribution 4.0 International (CC BY 4.0). References The Open Education Handbook: <a href="http://education.okfn.org/handbook/">http://education.okfn.org/handbook/</a> The Open Education Working Group: <a href="http://education.okfn.org/">http://education.okfn.org/</a> Creative Commons Attribution 4.0 International (CC BY 4.0): <a href="https://creativecommons.org/licenses/by/4.0/">https://creativecommons.org/licenses/by/4.0/</a></p>	Open Education across Languages and Cultures
682	Marion Kelt	Developing an institutional Open Educational Resources policy	<p>I am a member of the coPilot project which promotes the use of OERs in information literacy. I became aware that there was no guidance and promotion on OERs in the university. To deal with this, I created the Library guidance on OERs web page which was based on the Leeds University advice. However people were not about to share their own resources until they knew exactly where they stood with regard to departmental and institutional policy. They were afraid that they may lose ownership and the right to use material they created if they moved to a new institution. I sit on the university Learning and Teaching sub committee which deals with teaching quality issues. I described what we were doing and the problems facing us in the promotion of OER use and production. I explained the need for an institutional policy to help clarify the situation of staff members who wish to engage with OERs. Guess what happened? I was charged with leading a working group to write a draft institutional policy. We based our policy on the guidance which already existed and included a range of lecturers, learning technologists and paedagogical researchers and trainers. We aimed to get input for all those involved with OERs in all schools. We also wanted to develop a "ground up" policy in the hope that more of the lecturing staff would engage with OERs. Our main problem was that once we started looking and OERs, we needed to refer to institutional guidance or policies on IPR and copyright. Unfortunately we had none, so the group decided to widen its remit and produce drafts of these too. The creation of these draft policies was monitored at the LTSC and was then written in to the Engage Learning and Teaching action plan. This gave us an official framework to work within and some timescales to follow. This helped till we actually came up with three draft policies, then discovered we had no clear path to follow to have them adopted! After some detective work, we found an interested member of the university senior executive to sponsor and progress our project. This involved further consultation with research and commercialisation teams and other executive members. Once we had revised the policies they were submitted to the university lawyers for further vetting. This is where we are now. We may end up with several documents or none at all! We may also end up with two versions of each, a plain English one for everyday use, and a legal document full of more complex language. When the policies are approved and adopted. I hope to be able to incorporate them into my day to day work as library copyright advisor and to start running some practical workshops to promote OER use across the university. This will put us in a good position to contribute to the Open Scotland movement and to share OERs in Jorum and our new multimedia repository project.</p>	Open Educational Practice (OEP) and Policy
683	Stuart Nicol	Student-led, OpenEd, and wiping away the open wash	<p>The development of OER policy at University of Edinburgh has been student-led from the start. As 2014 opened, the EUSA vice president for academic affairs challenged University senior managers to explore how learning materials could be made open, not only for students within the University, but across Scotland and to the wider world. These were heady days, the University was riding the wave of global interest in MOOCs, an NUS report was published to champion OER, there was an upcoming independence referendum and many in Scotland saw a strategic opportunity to contribute to a fairer society via open educational practice. A high level task group was established, including key opinion shapers, from around the University of Edinburgh. By the close of 2014 the referendum opportunity had passed, but the impetus to push forward with OER policy remained. The University now has a strategic lead on Open Education with a vision, policy, support framework, and task groups focused on delivering more. There remains a lot of work to be done. In this presentation for OER15 we will draw on best practise, describe the process of linking OER to institutional mission and aims and explore the challenges of multispeed approaches, working with student leadership, University senior management, educational developers and academic innovators to deliver sustainable OER in a research institution.</p>	Open Educational Practice (OEP) and Policy

ID	Main Author	Title	Abstract	Theme
684	Tita Beaven	A case study of OER engagement and invisible practices: implications for policy and research	This presentation takes as its starting point a case study of teacher engagement with OER from a specific OER collection, LORO (Languages Open Resources Online, www.loro.open.ac.uk). The study investigated whether teachers followed the steps in the OER lifecycle (find, compose, adapt, use and share - Gurell 2008), as it has been argued that engagement with Open Educational Practices might enhance the quality of teaching. The study found that although teachers engage in the repurposing and sharing of OER, much of this is invisible, as it is not shared again openly. The assumption behind most of the OER cycles seems to be that the resources will be shared again publicly – Gurell (2008), for instance, refers to sharing as making a resource 'available for the open education community to re-use and begin the life cycle again'. Santally's (2011) acknowledges that the publishing and delivery phase need not occur exclusively in an open platform, and that OER might be made available through a closed VLE, for instance. This is indeed what happens in the practices of the teachers in my study: it seems that the OER cycle is a much more complex ecosystem than that indicated in Gurell's 2008 model, or perhaps that the OER cycle interacts with other ecosystems, such as those of the teaching contexts in which teachers operate (institutional systems, such as the VLE forums, or the communities they feel part of, or not, within the institution, for instance). So it might be that we need to re-evaluate the notion of sharing, and accept that it does not necessarily have to occur in the same place where the resources are found. These findings have implications for policy and research, and the paper examines the tensions between the drive for using quantitative data provided by analytics in the evaluation of OER projects (as advocated by the Hewlett 2013 white paper, for instance), and qualitative research that seeks to understand the practices of users and provide a more nuanced understanding of the OER ecosystem. The paper also suggests that much of the literature about lack of engagement in OER is that the lack of engagement is often mediated through the lens of a deficit model: if teachers do not engage in OER reuse, adaptation and sharing, it is due to a lack, a deficiency that can be addressed through further development, whether it be staff development activities to improve the teachers' understanding of OER, or through the development of better technical solutions (such as better metadata, easier uploading mechanisms to enable sharing, or more social media features in the OER repositories). The paper concludes with the suggestion that a capabilities approach might enable us to better understand why teachers do not share their revisioned OER through public repositories, and help us to engage with the practices they have reason to value.	Open Educational Practice (OEP) and Policy
685	Anna Stokowska	Use of OER in Polish schools - everyday practice and policy recommendations	The period since 2011 was groundbreaking for Polish schools. The Government implemented the "Digital School" project as a pilot creation of inclusive 14 e-textbooks for Polish schools. However, in recent months we have seen how the Ministry of Education in turn withdraws and then returns to the idea of the publication of those textbooks on the open licenses. We see that without appropriate provisions, this kind of fires will be put out each time when the Ministry considers this solution as too complicated to implement. We are convinced that in Poland it is necessary to provide free access to textbooks and educational materials for students of all grades. There is a need for systemic, political solutions, providing greater choice for teachers, tailored to the diverse needs of students. To prepare arguments for the successful introduction of the topic of open education to public and political debate, we want to prepare recommendations for a new legislation. The best way to introduce these is preparing a Regulatory Impact Assessment (RIA). RIA is a document that describes the benefits and social costs of the proposed solutions. Preparing recommendations and RIA on the one hand engage experts from different fields of law (legislation), economics, access for the disabled, social studies and education. On the other hand, we want to consult with experts, practitioners and stakeholder groups - parents and teachers. We are collecting examples of good (and bad) practices among our partners and interested organizations. We are currently implementing a research to examine the use of open textbooks and materials by teachers. Using the methodology of action research, we proposed to teachers from one of the elementary schools to monitor and record their everyday practices in using of such materials in their work. This will tell us how teachers use already available government's textbook for the 1st grade of primary school and whether they use other, similar materials on CC licences. The study is accompanied by a survey, which is sent out to over 1,500 teachers in Poland, asking them to answer the questions of what kind are the materials they use in their classes and if they are free-licensed. Results from both the action research and the survey will be unique source of knowledge about use of open educational resources in the Polish school. The results of quantitative and qualitative research will be supplemented by three expert analysis: economic (cost / benefit analysis for stakeholders with particular emphasis on parents and publishers), an analysis of the benefits of accessibility for people with disabilities (which will respond, inter alia, to the question why there are no materials based on CC licence directly targeted to persons with special educational needs) and legal analysis, in which we look at the possible scenarios of legal regulation and describe the best and the necessary steps for their introduction. The results of all the research components that make up the pioneering and unique research in the Polish education, we would like to present at the conference OER 15.	Impact Research
686	Louise Egan	New mobile app to benefit FE student hairdressers	Introduction This poster will demonstrate how Hairdressing Training[1], an innovative Open online service provided by Mimas, part of the Digital resources division at Jisc has provided further positive impact on the user community through the provision of a new free and open mobile app. The development of the app by a mixed team at Mimas came about when it became apparent that the service could expand further by providing users with even easier routes to access content on the move - reaching and appealing to target audiences. Methods Through Jisc funding, the team set out to create an app that would pull together the service's 60+ educational hairdressing training and barbering video tutorials, which are mapped to the NVQ and SVQ curriculum. Those who teach within further education in UK colleges have professionally created the videos available through the app, which is predominantly aimed for use alongside a college setting to aid students with their learning. However, it can also be beneficial to all teachers, students, trainers, or anyone interested in developing skills – allowing users to learn at their convenience. The FE user community, including teachers and students were involved in the development of the app at each stage - achieved via face-to-face and online user testing to ensure that the app met the needs of the desired audience and would provide a high quality user experience. Results Initial results and feedback on the app, launched in September 2014 have been extremely positive. Feedback via two user surveys and initial statistics have provided encouraging results. "Excellent App - been promoting it in addition to linking Hairdressing Training website to Hair Moodle courses" FE Subject Librarian, Gower College, Swansea (Survey, Nov 14) Recent app statistics have also shown that 323 people installed the app via Google Play, and over 1000 people downloaded from iTunes in the first quarter after release. At Mimas, we understand the importance of mobile learning and that it can often lead to higher engagement with the topic, personalisation of learning, flexibility of learning and learner retention and achievement.[2] Discussion A full review of the project was undertaken post release to evaluate how the release of the app had been received and possible ways in which the planning and development processes could have been implemented differently. This will help to inform the team for any future app release. There have been other questions raised about the availability of the app, which is currently only available on Apple and Android mobile devices, if further releases could be made for Windows devices, making the app truly open and accessible to all audiences. This will be discussed further through the poster. Access the app by searching for "Hairdressing Training" in either your Google Play store or App store. [1] www.hairdressing.ac.uk [2] Research by the former Learning and Skills Network (LSN)	Open Education in Colleges and Schools

ID	Main Author	Title	Abstract	Theme
687	Nancy Graham	CoPILOT: evaluating the impact of a community of practice approach to open educational resources	Background CoPILOT (Community of Practice for Information Literacy Online Teaching) grew from a Jisc/HEA funded project to develop and share good practice within the library community to promote use and reuse of open educational resources (OER) to teach information literacy. This short talk will describe initial efforts to build a community of practice, the drivers and barriers along with our reflection on the impact that CoPILOT is having, it will also describe future plans. We will also have support material available including an updated version of the CoPILOT strategy for sharing resources online. Where we are now The initial CoPILOT project in 2012 supported the sharing of information literacy resources as OER, with a strong international focus, utilising an existing UNESCO online community platform to reach out to librarians across the world. After the success of the project, the CILIP (librarian's professional association) Information Literacy Group took on CoPILOT as a sub-group. CoPILOT now receives annual funding to support delivery of training events and the development of training materials. We also have close links with the Jisc funded national learning object repository, Jorum, with which we have developed an information and digital literacy collection. We have run numerous conference workshops and run an online survey to gather feedback from librarians on how the community of practice should take shape in order to meet the needs of librarians wanting to share their resources as OER. Impact on librarian practice Running the training sessions has allowed us to gather feedback on the impact that CoPILOT is having and initial evaluation has highlighted that librarians value highly the face to face events as a chance to discuss issues around sharing in detail with other colleagues. The feedback also shows the demand for more support in evaluating existing OER and for an online showcase of the best examples of subject specific OER. The group are now working on this online presence in response to this feedback. Details of short talk: The session will describe the following: Background and drivers for CoPILOT Working with UNESCO and IFLA on promoting information literacy OER internationally Feedback from several national and international conference workshops Feedback from training events at the Universities of Surrey, Glasgow and Cardiff. These free one day sessions included hands on practical sessions giving participants the opportunity to find and evaluate materials relevant to their own teaching needs. Our developing web presence Measuring the impact of our work We are currently doing further evaluation of the effectiveness of the face to face workshops and our webpages via a survey of workshop participants and will present our findings along with plans for upcoming training.	Learners and Other Communities
688	Sheila MacNeill	A MOOC in a month	This Lightning talk will share the experience of developing an open, online event based learning experience between June and July 2014. From few notes scribbled onto an A4 sheet of paper to, in under one month, to being the first university in the world to go live with the Blackboard Open Education Platform, was a roller coaster ride for the development team. Our timeline of the development, delivery and evaluation of the event will include: The design of light touch flexible framework incorporating social media. The decisions around having no learning objectives or target learners. The focus on fun and openness. Gamification with the opportunity for participants to win bronze, silver and gold medals (badges) each week. Overcoming the "no budget" challenge. Evaluation findings. We will share our experiences of Blackboard's Open Education platform, as well as how this experience of event based learning is helping us to inform new open and online developments within our institution.	Open Courses
689	Hannah Watts	Adapting the MOOC model for mainstream education	Can the Massive Open Online Courses (MOOCs) model be used as a catalyst for new approaches to supporting mainstream university students? MOOCs, courses aimed at massive international audiences, require investment (approximately £30,000 per MOOC according to THE), hence why courses delivered via the big MOOC platforms such as FutureLearn and CourseEra are primarily developed by highly prestigious universities. An overriding concern for universities that do not have the resources to build courses that will reach out to a massive audience is, can development of open courses have a direct impact on how well we operate or how our students perform? Is it possible to take this cutting-edge approach to learning provision and adapt it to something that suits a more mainstream agenda? Perhaps the MOOC approach to open education could be used in a way that is much more achievable by all, less costly in development, and available to be used and shared across the sector. Our University is in the process of tackling this challenge. We have put our energies into developing transition OOCs – not so massive open online courses that help prospective or recruited students with their transition into our University. In 2015, we will run open courses for international students, HE to FE transition students and students joining postgraduate courses. Our goal is to improve the student experience, academic engagement and outcomes. It is also hoped that we will help the students to engage with support services that they may not otherwise identify during their freshers' and induction weeks, or indeed throughout their university careers. By creating a new open instance of our institutional VLE, we are able to invite students to join pre-enrolment, and make our courses available to others external to the University. Our courses are developed under Creative Commons meaning they can be repurposed by other Universities with similar goals. Our MOOC adaptation puts learning design and student experience at the heart of each course. While embedding common instruction methods found in large-scale MOOCs, such as video content, quizzes and discussion boards to create a directed, structured learning journey, our open course model sees community building and collaboration as vital. Student engagement will be driven by interactive activities that invite students to utilise social and digital media tools. Students can be tasked with creating vlogs and sound bites to answer assignment questions, participating on Padlet boards or interacting in Google Hangouts. Perhaps the most exciting prospect is allowing students to become co-creators, whereby they have the freedom to add content that other learners can view and edit. Existing students will be recruited as online ambassadors to encourage and participate in this online community to enhance the authenticity and usefulness of the learning experience for our prospective students. Our lightning talk will present our development principles, model and methodology, as well as forecasting the running and evaluation of our OOCs which will be further disseminated following our first delivery cycle.	Open Courses
690	Debbie Baff	The Student Survival sMOOC - Designing and Piloting a course in partnership with students	This lightning talk details the experience of designing and implementing a pilot sMOOC (Short Massive Open Online Course) on an all Wales collaborative basis working in partnership with student participants as co-creators. The pilot is a key deliverable from an initiative stemming from the signing of the Wales Open Education Declaration of Intent in September 2013. The sMOOC is a four week, online course, aimed at a global audience and provides a 'Student Survival Guide' to help with settling into university life in the first few weeks. It covers the key areas students should think about in the period between applying for university and arriving on the first day. The course was developed on a Moodle Platform using an adapted bilingual language customisation and piloted with existing students acting as co-creators in terms of design and content. The talk will summarise key aspects of collaboration, focussing directly on the student experience of open educational resources and the perceived benefits of the co-creator design aspects of the course. It will examine how barriers to collaboration were overcome and the importance of maintaining effective communication channels across a wide and diverse team. An overview of the difficulties and challenges experienced during the development phase will be given, together with examples of the practical solutions that were adopted to resolve issues, as they became apparent, in real time. It will also discuss the creation and issue of open digital badges within the course and provision of additional badges for the Co-Creator Contribution element. Finally the talk will conclude with highlights of the successes of the sMOOC and a suggested way forward for future iterations of the course and possible adaptations for other target audiences.	Open Courses



ID	Main Author	Title	Abstract	Theme
691	Andrew Middleton	Smart, Social, Open and Media Enhanced Learning: the power of the multiplier effect	This paper introduces the idea of Smart Learning: the convergence of diverse innovative methods that each disrupt long standing approaches to teaching and learning in post-compulsory education, and that together create an educational philosophy that is widely accessible, open, flexible and convincing. Smart Learning will be described with reference to examples produced by academic innovators in an open writing project. From this the concept will be scoped to include the disruptive use of rich digital media, social media, and smart mobile technology, and the phenomena of BYOD, Open Educational Practice, and User-Generated Content. While this mix suggests a challenging cocktail of innovative teaching and learning contexts, generalised scenarios will be used to explain why the attributes of each concept interlink to form a reliable and arguably attractive bond able to accommodate directed, self-directed and self-determined learning (Blaschke, 2010). In many accounts of Digital Age learning, the role of the digital is too dominant. In this analysis the near future of teaching and learning in post-compulsory education will be explored from a learner-centred perspective in which technology is only one of many influential factors. The overarching idea of Smart Learning will be compared with similar expositions (e.g. Conole, 2013; Sharpe et al., 2010) with this account focussing on the lived experience of the learner through the use of scenario mapping. References Blaschke, L. (2012). Heutagogy and lifelong learning: A review of heutagogical practice and self-determined learning. The International Review of Research in Open and Distance Learning, 13(1). Online at: <a href="http://www.irrodi.org/index.php/irrodi/article/view/1076/2113">http://www.irrodi.org/index.php/irrodi/article/view/1076/2113</a> Conole, G. (2013). Designing for Learning in an Open World. Springer Science (Vol. 4, p. 321). Springer. Retrieved from <a href="http://www.springer.com/education+&amp;+language/learning+&amp;+instruction/book/978-1-4419-8516-3">http://www.springer.com/education+&amp;+language/learning+&amp;+instruction/book/978-1-4419-8516-3</a> Sharpe, R., Beetham, H. and de Freitas, S. (2010). Rethinking Learning for a Digital Age: How Learners are Shaping their Own Experiences. London: Routledge.	Learners and Other Communities
692	Teresa MacKinnon	Issues in creating and using video resources for language teaching.	The University Language Centre and the Centre for Applied Linguistics are partners in an EU project called Video for All. The project's mission is to support language teachers in all sectors in the exploitation of video for teaching. The Language Centre has been innovating in the use of digital media for some time and is the subject of a Jisc Digital Media case study. Video for All will produce exemplar practices for teachers which are searchable and available as Open Educational Resources. However, challenges are evident. At another University in Melbourne research is underway into computer-mediated communication and language teaching and this presentation draws on work done by two collaborating researchers on opposite sides of the world. Our reflections on language teaching in the UK and Australia are presented in a co-authored submission spanning practice in an H.E. language teaching context to the Education Policy Analysis Archives (EPAA) for a special issue exploring "Models of Open Education in Higher Education" where we identify a gap between what is available online and can be distributed via institutionally-adopted means, and what can be: suitably modified for educational purposes, and legally used, especially in a context where large class sizes and online distribution models are being embraced as cost-cutting measures. Furthermore we identify a number of barriers to the adoption of OER, with a particular focus on video resources, including policies aimed at protecting IP rather than facilitating learning outcomes, copyright concerns, commercial agreements, and the resourcing of staff, as well as outlining a vision for grassroots OER also known as "little OER" (Weller 2011 p109). There are opportunities for OER in supporting the democratisation of language learning which are presented by the use of Open Educational practices (OEP). Language learning as an educational activity is largely commodified with quality learning resources generally requiring significant financial investment. The time and skill required for materials creation is costly and yet few attempts are made to connect those already producing such resources for their teaching. Fewer still are the attempts to explore the benefits of collaborative digital creation which would doubtless bring professional development opportunities. Some simple steps could be taken to embed Creative Commons licencing within faculty VLE upload workflows and to clarify the grey areas of copyright where confusion often disempowers the tutors who are engaged in creating resources. These findings were presented at a joint ALT SIG webinar (OER SIG and Video SIG) in November 2014 in order to discuss some of the issues arising from our multi-lingual, international context and find out if the wider community has similar experiences. This presentation will report on both our research and the feedback and reactions obtained during the webinar.	Open Educational Practice (OEP) and Policy
693	Thomas Bartlett	Promoting Culture Change, Creative Media Production and Open Practice in Wales	The Cadarn Learning Portal aims to lower barriers, provide support and enable teaching staff across Wales to produce educational media using best and open practice. The resultant educational media is then used to entice the next generation of students by showing inspirational OERS alongside information about the courses they are used in. The portal has two aspects: Firstly, information for lecturers supporting best practice in TEL and many OER's created by us about OER production in HE and the equipment the project has provided our partners. Secondly (but at least as importantly) a browseable extensive database of study schemes from across Welsh HE along with 'tasters' of content from these courses and more. The site is fully bilingual and through collaboration with the Coleg Cymraeg Cenedlaethol also promotes bilingual education opportunities. In addition to the website, we have been fostering a network of good practice. We have supplied each of our five current partners with a selection of media equipment. We have run several workshops and parachute sessions to teach staff both how to use the equipment but also how to go about a production and the accompanying process from writing a script, shooting, editing to distributing media and choosing a license. We have also been working on collaborative projects at each partner university. Each collaboration has been selected to maximise the chance of fostering culture change and aims to get staff enabled to continue working by themselves. We would like to share our progress, introduce our new and massively expanded website, share our experience working with staff to produce media. Currently the portal services our partners in Mid & North Wales but we are now working towards including all Welsh HE's. I would like to propose the following format- 15m - Tom Bartlett (Cadarn Learning Portal Director) - Present intro to project 15m - Lizi Hesling (Cadarn Learning Educational Media Producer) - Present experience working alongside teaching staff, challenges overcome 15m - Alicia Owen (Glyndwr University, TEL Officer) - Glyndwr's experience of the project Remaining time - Q&A During the talks we would show some brief clips as examples of what is being produced as a result of the project.	Open Educational Practice (OEP) and Policy
694	Thomas Bartlett	OER15 - Voice of the people	We would like to set up a stand next to a small area for recording interviews to camera using CADARN Learning Portal equipment. We would like to attempt to get conference goers to be interviewed throughout the first day with a series of scripted questions about the conference and OER production in their working life. We would then use a pre-prepared sequence to edit the interviews into. The resulting output video would be made available as an OER and could if desired be shown at some point on the second day. We would welcome specific questions from the organising committee if desirable. We would aim for a length of 2-4 minutes. The aim would be to demonstrate the activity of the Learning Portal, encouraging attendees to engage with the production process and equipment, stimulating discussion of the issues around OER production. The resulting video would hopefully make entertaining viewing as well as be an informative snapshot of the OER community at the event. Please don't hesitate to contact us to discuss the idea further. Speak to either Tom Bartlett or Lizi Hesling.	Open Educational Practice (OEP) and Policy

ID	Main Author	Title	Abstract	Theme
695	Lorna Campbell	Common Ground "an overview of the open education landscape in Scotland.	The profile of open education in Scotland has risen significantly over the last year and open education initiatives have increased across all Scottish education sectors. Such is the profile of open education that, in their State of the Commons report, Creative Commons named Scotland among fourteen nations that have made national commitments to open education, through legislation or projects that lead to the creation, increased use or improvement of OER. This paper will present an overview of the open education landscape in Scotland, focusing on significant policy and practice advances and identifying some of the drivers that have influenced these developments. MOOCs continue to have an impact in HE, however a number of universities are broadening the scope of their engagement with open education and are increasingly looking to embed open policy and practice across the institution. Building on the success of their MOOCs and the steady maturing of technology, the University of Edinburgh has committed to scaling up their open education offering and pledged to make openness a core part of their business. At Glasgow Caledonian University, open education developments have been led by the library, where staff have developed OER guidelines, which are being incorporated into formal institutional policies. There has been less progress in further education; the sector has undergone a significant period of turmoil resulting from the process of regionalisation and the promising Re:Source OER repository initially failed to gain traction. With the majority of structural changes in now in place and new appointments to the sector's supporting bodies, it is to be hoped that colleges will reengage with open education, resulting in a resurgence of interest in OER and increased adoption of Re:Source. Open education has yet to have a significant impact on the school sector, however there is growing awareness of the value of OER and encouraging open education practice in schools. GLOW, the Scottish schools national intranet aspires to move towards increased openness and to encourage teachers to become open educators. Although there has been no open funding call comparable to HEFCE's UKOER Programme, in 2014, the SFC allocated £1.27 million to the Open University to establish the Opening Educational Practices in Scotland project, which aims to facilitate best practice in open education in Scotland. Open Scotland, the cross-sector collaborative initiative launched by Cetis, SQA, ALT and Jisc RSC Scotland in 2013 continues to engage with all of these sectors and initiatives and with international bodies including the Open Policy Network, the Open Education Consortium, Wikimedia Foundation and Open Knowledge, to raise awareness of open education and promote the potential of open policy and practice to benefit all sectors of Scottish education. In late 2014 Open Scotland launched the second draft of the influential Scottish Open Education Declaration incorporating input from colleagues across the sector. Education in Scotland is widely regarded as a shared common good, and open educators are increasingly coming together to share their experience of open education policy and practice in order to benefit the sector as a whole.	Open Educational Practice (OEP) and Policy
696	Pete Cannell	Opening Educational Practices in Scotland	OEPS is a new cross-sector project in Scotland. The project has two principle aims: To facilitate best practice in open education in Scotland through the development of a peer support network, an online hub and awareness raising activities. To enhance the Scottish tertiary education sector's capacity and reputation in developing publicly available online materials supported by high quality pedagogy and learning technology. The potential for OER to transform higher education (HE) has been widely remarked (e.g. Welsh Government, 2014). Other authors (e.g. D'Antoni, 2013) have explored the contribution that OER can make to widening participation in HE and recasting the traditional boundaries between universities and the rest of society. However, the evidence suggests that this promised transformation is yet to happen. For example a recent OECD report (Falconer et al, 2013) found limited impact on lifelong learning across Europe. The data on MOOCs is well known and shows that currently most of those studying on massive open online courses are already in possession of higher education qualifications (Edinburgh University, 2013). The 4Rs of OER: the opportunity to reuse, revise, remix and redistribute involve only a small minority of staff in higher education (Dhanajaran and Abeywardena, 2013). Scottish Higher Education has a strong focus on cross-sector partnership and collaboration. OEPS has its origins in projects carried out in the last four years. In most cases these have involved close partnership between the university and other organisations that would not normally be involved in the creation of educational materials. In each case the target audience has been individuals and groups who would not normally be involved with higher education. The development of new online content has involved a process of co-creation combining the knowledge and lived experience of students and professionals with academic knowledge and skills in learning design. Critically, however, the partners have their own social networks that have enabled use of the OER at significant scale. OEPS aims to build on these approaches and other valuable experience from across the Scottish sector to meet the project objectives. Integral to the project methodology is a process of embedded research and evaluation aimed at understanding and evidencing good practice. In this paper we will share the progress of the project to date and the questions and issues that are emerging. D'Antoni, S. (2013) 'Open Educational Resources: Access to Knowledge – A Personal Reflection' in McGreal, R., Kinuthia, W. and Marshall, S. (eds) (2013) Open Educational Resources: Innovation, Research and Practice. Vancouver: The Commonwealth of Learning and Athabasca University Edinburgh University (2013) MOOCs @ Edinburgh 2013 Report <a href="http://www.era.lib.ed.ac.uk/handle/1842/6683">http://www.era.lib.ed.ac.uk/handle/1842/6683</a> Falconer, I., McGill, L., Littlejohn, A. and Boursinou, E. (2013) Overview and Analysis of Practices with Open Educational Resources in Adult Education in Europe. Luxembourg: European Commission Welsh Government (2014) Open & online: Wales higher education and emerging modes of learning", Report of the Online Digital Learning Working Group, <a href="http://wales.gov.uk/docs/dcells/publications/140402-online-digital-learning-working-group-en.pdf">http://wales.gov.uk/docs/dcells/publications/140402-online-digital-learning-working-group-en.pdf</a> ,	Open Educational Practice (OEP) and Policy
697	Debbie Baff	Embedding Open Education Resources & Open Educational Practice across the HE Sector in Wales "A Project Overview & Update	This paper details the experience of a pan Wales project to embed open educational resources (OER's) and open educational practice (OEP) across the Welsh Higher Education Sector. To enable the project to meet the aspirations of the declaration of intent and recommendations of the Online Digital Learning Working group, the project team worked in collaboration with JISC and the HEA to build on previously successful projects. The project has developed a website/portal to showcase the best OER's in Wales, and aims to strengthen OEP within every part of university life through promoting the creation, use and re-purposing of OER's. The project has also developed a short massive open online course (sMOOC) working in partnership with all Welsh Universities and involving existing students as co-creators of the course. The sMOOC has been piloted on a bilingual basis with Welsh and English Speaking existing students. The paper will provide a brief snapshot of the outcomes of the pilot sMOOC together with useful learner profile analytics and recommendations for future developments. Another key output of the project is the establishment of the OER Wales Cymru Champions Network and the paper outlines how a series of workshops and events have helped to create a network of practitioners offering a diverse range of roles, background and experience. The paper discusses the impact of the network across the HE Sector in Wales and beyond and the importance of a sustainable approach. Finally the paper outlines how barriers to collaboration were overcome and the importance of maintaining effective communication channels. It concludes by outlining the key aspects of this collaborative approach with a focus on knowledge exchange and highlights the successes of the project and benefits to Higher Education. References Higher Education Wales The Wales Open Education Declaration of Intent (2013) Available at <a href="http://www.hew.ac.uk/wales-signs-declaration-of-intent-to-lead-the-way-on-the-use-of-online-education-resources/">http://www.hew.ac.uk/wales-signs-declaration-of-intent-to-lead-the-way-on-the-use-of-online-education-resources/</a> (Accessed 7 April 2014) Welsh Government (Online Digital Learning Working Group) Open & online: Wales, higher education and emerging modes of learning (2014) Available at: <a href="http://wales.gov.uk/docs/dcells/publications/140402-online-digital-learning-working-group-en.pdf">http://wales.gov.uk/docs/dcells/publications/140402-online-digital-learning-working-group-en.pdf</a> (Accessed 7 April 2014)	Open Educational Practice (OEP) and Policy

ID	Main Author	Title	Abstract	Theme
699	Mais Fatayer	Tapping into the cognitive surplus of student-generated content through OER	The Open Educational Resources (OER) movement has been successfully prompting the idea that knowledge is a public good (Camilleri, Daniel Ehlers, & Pawlowski, 2014), with its wide benefits in the area of higher education for governments, institutions, educators and learners (Hodgkinson-Williams, 2010; Hylén, 2007). However, on the social perspective, benefits are still to be realised through open educational practice (OEP). Therefore, this paper suggests that the OER potential benefits can be achieved through building communities of practice (Fulantelli, Taibi, Gentile, & Allegra, 2012; Wenger, 2006) inside higher educational institutions that embrace OER and OEP as a part of teaching strategies, however there is a need to show evidences of the claimed benefits. Engaging students and their teachers in building OER is a promising approach to achieve the social benefits through tapping into the cognitive surplus (Shirky, 2010) of student-generated content, which is an area that has rarely been explored (Bull, 2008). This paper will discuss a new OER development model that taps into the cognitive surplus inside classrooms, through engaging students and their teachers in generating the learning resources that can be shared openly through OER. The model is a part of a PhD research, and the paper will explore the integration of the model in undergraduate courses in the school of computing, engineering and mathematics at one Australian university. While making this model as a part of a teaching course, social benefits can be realised for a collaborative community of students and teachers, and for the outer world to benefit from the learning resources. In addition, the paper will report on part of the findings of this study, including the impact of the model on students' learning performance and the quality of student-generated learning resources (SGLR). Finally, the social-educational value of this model can be obtained through its main goals, which are sustaining the OER movement in higher educational institutions and improving learning performance for students. References Bull, G. (2008). Capitalizing on the cognitive surplus. Learning and leading with technology, 10-11. Camilleri, Anthony F, Daniel Ehlers, Ulf, & Pawlowski, Jan. (2014). State of the art review of quality issues related to open educational resources (OER) JRC Scientific and Policy Reports. Fulantelli, Giovanni, Taibi, Davide, Gentile, Manuel, & Allegra, Mario. (2012). Fostering OER Communities of Practice with Teachers. Collaborative Learning 2.0: Open Educational Resources, 51. Hodgkinson-Williams, Cheryl (2010). Benefits and Challenges of OER for Higher Education Institutions: Centre for Educational Technology, University of Cape Town. Hylén, J. (2007). Giving knowledge for free: The emergence of open educational resources: OECD. Shirky, Clay. (2010). Cognitive surplus : creativity and generosity in a connected age. New York: Penguin Press. Wenger, Etienne. (2006). Communities of Practice: a brief introduction. from <a href="http://www.ewenger.com/theory/index.htm">www.ewenger.com/theory/index.htm</a>	Learners and Other Communities
702	Jöran Muuß-Merholz	Is Germany taking the fast track to OER? A status report from the country that nearly missed the call	Germany missed the debate on OER for the first 10 years. Now it seems that the country wants to catch up to the international discussions on the fast track. There have been more activities in the last 2 years than in the 10 years before all together. For the end of 2014 we are expecting a political commitment on OER by the KMK (Conference of the Ministers of Education and Cultural Affairs of the Länder in the Federal Republic of Germany) which might lead to not only one but 16 policies. Concurrently we are facing the first federal budget for OER in 2015. In 2013 and 2014 progress was driven by civil society and grassroots. After the first OERcamp, a barcamp on OER in 2012, in 2013 and 2014 there were several gatherings focussing on OER. Wikimedia Germany hosted the the first national conference on OER in 2013 followed by another one in 2014. This led to the launch of the "Bündnis freie Bildung" (Coalition for Open Education) led by the local chapters of Creative Commons, Open Knowledge Foundation and Wikimedia. In this talk I will give an overview of the status quo of OER in Germany and identify key questions and crucial players for the near future.	Open Educational Practice (OEP) and Policy
703	Richard Oelmann	Enabling a multilingual approach to open education resources in a Welsh Context	Context:Wales is a bi-lingual nation and the universities here are committed to producing a wide range of materials available in both English and Welsh. As part of an all Wales initiative, one of the initial resources created jointly by the consortium of universities was the Student Survival Guide. This resource comprised a Short Massive Open Online Course (sMOOC) with a requirement for that resource to be available both in English and Welsh. This created three options for the course creators – • to create two separate resources, one in each language• to create a single resource displaying both languages together• to create a single resource displaying in each language as per user choiceThe choice of two separate resources was rejected as being complex for ongoing maintenance and the separation of activities. The option to display both languages simultaneously was also rejected on the basis of usability and the expectation that the webpage would end up looking too cluttered and leading to confusion between resources provided in different languages. Likewise this option was not considered extendible in other circumstances which may require further additional languages.This presentation will concentrate on how we enabled the resource for the display of resources by user choice of language and how that can be extended to apply to multiple languages.Application:The presentation will demonstrate how the team used the Multi-Language features of Moodle to enhance the resource for users in different languages. It will consider the use of the language facilities in Moodle to provide automatic translation of core language items from the site itself. It will then consider how the team went through the process of applying the multi-language features to the content that had been provided for the resource – considering both the implementation within the VLE and the external factors, such as translation and ongoing development and maintenance of the content, that were required to produce the sMOOC.The presentation will consider the difficulties encountered and addressed as well as the successes of the approach taken and how these lessons can be broadened to apply to other OER resources.Finally the presentation will look at the application of lessons learned from the use of other platforms including Wordpress can be drawn upon to inform further enhancement of the sMOOC. Discussion:There will be oportunities for conference members to discuss and question how this may be applied to their own situations and to suggest other scenarios that address similar issues.References:Fernández-Vindel, J.L. and Wilson, T. (2011). In: International Conference on Education, Research and Innovation - ICERI 2011 , 14-16 November 2011, Madrid, Spain: <a href="https://csapopencascade.wordpress.com/2011/03/03/parlez-vous-oer-open-educational-resources-in-multilingual-contexts/">https://csapopencascade.wordpress.com/2011/03/03/parlez-vous-oer-open-educational-resources-in-multilingual-contexts/</a> - Anna Gruszczynska [Accessed 18/11/2014]	Open Education across Languages and Cultures

ID	Main Author	Title	Abstract	Theme
704	Roland Erben	MOCCA (Multimedia Open Course on Cost Accounting)	As the project starts in January 2015, we present the teaching concept, design & methods as "Work-in-Progress". The aim of the project is to create a multimedia course on the topic of "cost accounting" to analyze, explore and evaluate the potential and the limitations of open learning resources. High withdrawal rates are a major issue for most MOOCs, i. e. the proportion of participants actually working through the complete course is relatively small. Although some approaches have been developed to address this issue (like establishing off-line learning groups, awarding certificates, etc.), in many cases these attempts did not prove to be sufficiently successful. Therefore, MOCCA will further supplement the existing approaches by telling a fictional story which is carried forward from session to session. In concrete, MOCCA-participants accompany an entrepreneur from founding his one-man-start-up-company until it develops into a global player. As the company grows, new cost accounting issues arise while others get more complex (e. g. the financing challenges of a start-up significantly differ from those of an multi-million-euro company or managing overhead costs only becomes relevant after the company actually ramped up administrative functions). We expect that using this approach of "digital storytelling" will enhance the identification of the participants with the acting subjects and could create some curiosity about their next challenges. Moreover, it will lower the barriers for the participants to dive into the concepts of cost accounting, which are commonly perceived as abstract, complex and somehow unattractive. Overall, a continuous, compelling and convincing background story should be a helpful factor to preserve the motivation of the participants and enhance their "stickiness" to the course. The results created by the MOCCA-project will be provided as OER. As cost accounting is a mandatory subject in practically every study program related to business & economics and (at least) an optional subject for many other students (engineering, informatics, etc.) the academic target group is quite large. Moreover, the MOCCA-approach of demonstrating how cost accounting practices are applied to solve "real world problems" exemplified by a fictional company will also raise the interest of practitioners. Finally, the course material will be used to establish an "inverted classroom"-setting for students of business psychology at the <Name_of_the_Authors_University>. For this group, MOCCA will be accompanied by regular and mandatory sessions with extensive opportunities for exercise, interaction and discussion. In this setting, students can also provide direct and near-term feedback, which will be a valuable input for evaluation and further enhancement of the course. Learning materials like video tutorials, worksheets or self-assessments are provided via learning management systems. Other common elements of MOOCs (like expert interviews and -chats, tutorial support etc.) will initially be omitted to avoid an overload of the available resources. Nevertheless, as the project is a priori designed for a high degree of scalability, it should be quite easy to integrate these elements in later stages of the project. References: Adam (1997): Philosophie der Kostenrechnung, StuttgartHommel (2011): Kostenrechnung – learning by stories, 3rd. edition, FrankfurtMcLellan (2005): Digital Storytelling, Köln	Open Courses
705	Onur Guzey	Large-scale OER creation through automated natural language processing	The high cost of creating OER is an important issue that needs to be addressed to increase the amount of available OER. We propose use of automated machine-learning methods to increase the quality of available resources and decrease the cost of creation for certain domains. We survey the capabilities of state-of-the-art natural language processing tools and investigate their potential application to various OER-generation problems. A practical application in language teaching, which is identified as a high-promise domain, is also introduced. Natural language processing (NLP) is a field of machine learning that deals with unprocessed natural language. Classifying documents, answering search engine queries and finding information in large amounts of text are all studied under NLP. In the recent years, with the help of newly available deep neural networks, there has been considerable advances in NLP. These advances include better understanding of semantic relations between words and methods for creating applications that can work on multiple languages simultaneously. Although, NLP has great potential for certain domains, due to its certain limitations in understanding natural language, it must be used with great care. Therefore, we provide a brief survey on the capabilities and limitations of these methods. We illustrate these practical considerations in relation to tasks relevant to automated OER-generation including automated question-generation, related content retrieval and content summarization. We identify language teaching as a potential application where automated OER creation holds considerable promise. We outline our findings for an automated system that can analyze a given English text, identify the level of text using a widely used language standard, and find open resources that can replace this text. We also provide guidance on how this system can be extended to other languages and be used for large-scale generation of OER for language teaching.	Open Courses
706	Chris Rowell	Short Open Online CPD Courses	Following a brief outline of four short courses on Continuing Professional Development (CPD) this session will describe the experience and challenges of running these courses for University staff. The four courses are '10 Days of Twitter', '12 Apps of Christmas', '5 Days of LinkedIn' and 'Blogging for Beginners'. The presentation will focus on how to set up these courses, how to manage the delivery of the course content and different ways to evaluate the effectiveness of this type of staff training. This session explores different formats for teaching social media as a medium for building a personal learning network and a community for continuing professional development. The #10DoT (Ten Days of Twitter) course was originally developed by Helen Webster (@scholastic_rat) at her University and I repeated the course making my own modifications and changes to the programme. The course addressed several levels of digital literacy relevant to Higher Education, from basic technical skills to the principles of digital identity creation, information management and developing a participatory, open approach. In addition to #10DoT there are three other courses that will be outlined in this session: 12 Apps of Christmas, 5 Days of LinkedIn and Blogging for Beginners. These courses are built on some of the strategies developed by MOOCs to create a format which is convenient for busy participants, both academic and professional staff. The tasks and learning activities on each course are limited to short periods of engagement per day and were embedded into a authentic learning context. The session touches on the UK Professional Standards Framework dimensions K4 (the use and value of appropriate learning technologies) A4 (developing effective learning environments and approaches) and also A5 (engagement in continuing professional development). The overall aim of the presentation will be to focus on the practicalities of setting up these short open online courses and ways to evaluate the effectiveness of this type of staff training. We will also consider how Academic Developers and Learning Technologists can build appropriate collaborations both within and outside of the university to increase their own personal profile as an academic and as a member of the professional support staff.	Open Courses

ID	Main Author	Title	Abstract	Theme
708	Sarah George	Good academic practice for final year projects	Referencing has been described as an "an ideologically inscribed institutional practice of mystery" (Lillis 2001, p14). We will present a series of OERs designed to allow students to explore concepts of referencing, citation, paraphrasing and plagiarism avoidance. Our new students are introduced to concepts of good academic practice in the Plagiarism avoidance for new students course. This course concentrates on definitions and avoidance of plagiarism, presented in a non-threatening and non-punitive fashion. It is compulsory for all new students and is available for sharing and re-use. In 2014 we were given an award by the Academic and Research Libraries Group of the Chartered Institute of Library and Information Professionals to develop a new open access course on good academic practice for final year projects to complement our current provision. This is aimed at final year and masters students who have grasped the initial concepts of good academic practice and who need to explore the complexities and mechanics of how and when to reference before undertaking their dissertations. The course is particularly useful for students for whom the dissertation is their first major piece of written work at university, and also for distance learners and collaborative partners who may have less access to face-to-face support. Lessons are: Introduction to plagiarism Paraphrasing and note-taking Citation Referencing a book Referencing journal articles Referencing other sources (book chapters and web pages) and constructing a reference list Introduction to Turnitin. These lessons are delivered as OERs created in Xerte, available for reuse in Jorum. Reference: Lillis T (2001) Student writing: access, regulation, desire. London: Routledge	Open Educational Practice (OEP) and Policy
710	Cheryl Hodgkinson	Harmonising OER research across South America, Sub-Saharan Africa and Asia: The case of the ROER4D project	Enabled by the growing accessibility to the Internet, alternative intellectual property mechanisms such as Creative Commons, evolving metadata practices and the growing "open" movement, the emergence of open educational resources (OER) has been hailed as a potentially fruitful response to some of the key challenges faced by education in the Global South. While some research is emerging on the use and impact of OER in addressing these pressing educational challenges, most of this research is being undertaken in the Global North. The Research on Open Educational Resources for Development (ROER4D) project was launched in August 2013 with the express intention of undertaking empirical research to better understand the use and impact of OER in countries in the Global South. These studies are currently underway in 11 countries located across 16 time zones and undertaken by 34 researchers who speak at least 11 different languages. A few additional impact studies will be included in January 2015. This paper will explore some of the key benefits and challenges of conducting research on the use of and impact of open educational resources across languages and cultures. It will highlight successful strategies adopted to address the challenges associated with knowledge building, research capacity building, networking, curation of resources, communication, project management and leadership.	Open Education across Languages and Cultures
711	Gary Elliott-Cirigottis	Controlling Creativity- Improving the quality of open education research through a blended project management environment	The William and Flora Hewlett Foundation funded OER Research Hub is an ambitious project which combines research collaboration with existing OER initiatives; an international fellowship program; and a global hub for research data and excellence in practice (McAndrew & Farrow, 2013). Managing and co-ordinating a project of this scope raised a number of challenges. The project team sought to blend a traditional and agile project management environment to create the most responsive, flexible and creative hybrid environment possible to accommodate the project's ambitions, while maintaining the Institute of Educational Technology's (IET) reputation for the delivery of high quality research. Our traditional approach requires significant upfront planning with clearly defined tasks and activities undertaken to deliver individual products (PRINCE2, 2009). This method assumes that activities are predictable and well understood, and are linear in their delivery. Even though clear direction and requirements were specified in the project's original proposal, the very nature of open research requires you to seek out and reveal unique insight and possibilities often in non-linear and unpredictable ways. Agile project management methodologies prominent in software and IT development (Hoda et al, 2008) were co-opted into research and project management. The 'scrum' approach that we used consists of many rapid initiative planning and development cycles, allowing the project team to constantly evaluate the evolving product and obtain immediate feedback from users or stakeholders. When we looked at what our researchers were being tasked with and how they were being asked to undertake that work, a great deal of similarities were identified with the agile methodology. Our evolving product was our research data; our stakeholders were collaborations and the open education community; and we needed to know if our research was providing the answers that they required in order to inform their policy decisions. The adapted 'agile' methodology allowed us to focus on specific problem areas, to be flexible and to follow where the research led. This presentation will discuss the blending of the planned and 'agile' approaches, how this was managed and what the blended approach gave us in terms of improved quality of research in open education. References Hoda, R., Noble, J. & Marshall, S. (2008) Agile Project Management, published in the proceedings of the New Zealand Computer Science Research Student Conference 2008, April 2008, Christchurch, New Zealand, pp. 218-221 Managing Successful Projects with PRINCE2: 2009 Edition, Office of Government Commerce (OGC), London McAndrew, Patrick and Farrow, Robert (2013). The ecology of sharing: synthesizing OER research. In: OER 13: Creating a virtuous circle, 26-27 March 2013, Nottingham.	Learners and Other Communities
712	Dafydd Trystan	Opening Up Welsh Medium Higher Education: An example for other lesser used European Languages	Since the establishment of the Coleg Cymraeg Cenedlaethol (the Welsh National College) in 2011 dedicated to the further development of Higher Education delivered in Welsh, technology enhanced learning has been a central part of the Coleg's academic strategy. A central pillar of such learning has been the provision of open educational resources in Welsh that are available for students across universities in Wales, and beyond, of course. The aim of this paper is to consider and assess the development of OERs in Welsh since 2011 – and to consider the extent to which the Welsh experience may be replicable in other linguistic contexts where a smaller / minority language exists. The first part of the paper will focus on the development of resources under the aegis of the Coleg Cymraeg and those resources that have been supported by Coleg funds. It will analyse the use made of these resources by students and others, and consider what lessons may be learnt, in the first instance, in relation to the future development of resources in Welsh. These lessons it is argued are both timely and important given the Welsh Declaration of Intent on Open Educational Resources in September 2013, <a href="http://www.oerwales.ac.uk/about/">http://www.oerwales.ac.uk/about/</a> and the report of the (Welsh) Ministerial Working Group on Open and Online Learning <a href="http://wales.gov.uk/docs/dcells/publications/140402-online-digital-learning-working-group-en.pdf">http://wales.gov.uk/docs/dcells/publications/140402-online-digital-learning-working-group-en.pdf</a> . The second part of the paper will consider the broader landscape of language support and promotion across Europe, and consider whether the proactive engagement with OERs exhibited by the University sector in Wales offers a suitable template for other language communities to follow. It will also seek to identify elements of best practice in other linguistic contexts that may be of relevance to Wales. The paper concludes that the nature of Open Education Resources are ideally suited for the development of resources in community, regional and smaller state languages, but to be successful a suitable institutional structure needs to be in place to support these resources and thus to ensure and assure the quality of the resources.	Open Education across Languages and Cultures



ID	Main Author	Title	Abstract	Theme
713	Sukaina Wajji	Towards understanding the impact on teaching practices of a € OERs as MOOCs and NOOCs as OERa™ at an African University	This project arose as a result of a call from the Research on Open Educational Resources for Development (ROER4D) programme to submit research proposals on the theme "Impact of OER in the developing regions of Asia and Sub-Saharan Africa". The University of Cape Town (UCT) will launch its first phase of locally-created MOOCs in early 2015. Each individual MOOC has its own strategic goals that, to varying degrees, include the provision of open educational opportunities to engage participants in locally generated knowledge. The academic leads are committed in principle to producing their MOOCs as Open Educational Resources (OER), with the likelihood that most content will adhere to Smith's "Access Levels 1-3" [1], ranging from material that is free to read and view to material that is free to copy, download, share and redistribute to material that can be free for adaptation and derivation. As well as serving the needs of potential participants, the academic leads all intend that the OER they develop and use for their MOOCs will be repurposed in other courses both within the institution (e.g. postgraduate programs) and outside it (e.g. short courses). This has the potential of mainstreaming OER created for MOOCs within formal courses. The rationale for this study is to explore whether developing MOOCs - as a form of OER with a pedagogical design - has an impact on the quality and reuse of the course materials and whether there is an effect on the educators' practices with respect to openness due to the necessity of developing open materials for a MOOC format. As Hodgkinson-Williams [2] notes, expansive pedagogical openness is required in order to copy, customise or combine OER. It is our premise that the creation of OER for integration in an open course will facilitate greater pedagogical openness and improve both the quality of OER and their reuse across different educational contexts, including the reuse of the MOOC materials in closed or non-MOOC format courses and contexts. While this OER Impact Study is at an early stage, the MOOC production process will have been in operation for nine months by the time of the conference, and the research team will have created benchmarking instruments for ascertaining educators' intentions and attitudes to OER, openness and course design. The team has been working through the IP and licensing requirements imposed by the major platforms as well as course convenor preferences, and we will, through illustrative examples, show the practical implications of these factors for the creation of MOOCs as OER, as well consider how OER are being used in MOOCs. We will also be able to report some initial findings, on how and whether educators' attitudes or pedagogic approaches have changed as a result of undergoing the course design process. [1] Smith, M. (2013). Ruminations on Research on Open Educational Resources. William and Flora Hewlett Foundation. Available online: <a href="http://www.hewlett.org/sites/default/files/OER%20Research%20paper%20December%2015%202013%20Marshall%20Smith_1.pdf">http://www.hewlett.org/sites/default/files/OER%20Research%20paper%20December%2015%202013%20Marshall%20Smith_1.pdf</a> [2] Hodgkinson-Williams, C. (2014) Degrees of ease: Adoption of OER, Open textbooks and MOOCs in the Global South. OER Asia Symposium Keynote. Available online : <a href="http://www.slideshare.net/ROER4D/hodgkinson-williams-2014-oer-asia">http://www.slideshare.net/ROER4D/hodgkinson-williams-2014-oer-asia</a>	Impact Research
714	steve-stapleton	MOOCs and NOOCs	Since 2007, the University of Nottingham has released OER through the U-Now website. Resources made available in U-Now are offered under the Creative Commons Attribution-NonCommercial-ShareAlike licence, and users can view the resources on the site or download them in re-useable formats. The OER publication model at Nottingham is strong, with over 70% of schools having a U-Now presence. In addition to the U-Now website, the university has created a number of OER tools and services that support the creation and attribution of Creative Commons resources and images. These include the Xpert search engine, Xerte on-line toolkits, and the Xpert Image Attribution tool. Nottingham's OER portfolio is managed through the Open Nottingham programme which launched in 2010 to provide a strategic approach to OER activity at the institution. During 2013, Nottingham expanded the Open Nottingham programme by joining FutureLearn, the UK led Massive Open On-line Course (MOOC) platform. During 2014 Nottingham delivered its first three MOCOS through FutureLearn, all of which were made available under Creative Commons Licence. In addition to running MOOCs through FutureLearn, Nottingham also offers Nottingham Open Online Courses (NOOCs) to registered students and staff across its three international campuses (UK, China, Malaysia) through Moodle. NOOCs are set up as optional on-line learning modules with a choice of registration options for students e.g. credit free for personal or professional development; Nottingham Advantage Award credit and elective academic credit. This hybrid model empowers students to engage with online learning at a level they are comfortable with and allows the University to gather data on the most viable strategies for running open on-line courses. Most importantly, it facilitates a two-way exchange of innovation and expertise between the outwardly facing MOOCs and inwardly facing NOOCs. A primary strategic objective for NOOCs and MOOCs at Nottingham is that course content must be made available for use in other teaching and learning, or research, contexts, or as open educational resources. In addition, a NOOC or MOOC should act as a driver for teaching enhancement and innovation; provide a catalyst for staff, student and alumni engagement with online and blended learning; support community building across our international campuses; and demonstrate a fit to the strategic priorities of the sponsoring school. This presentation will discuss how Nottingham has tried to shift the focus of MOOCs and NOOCs from being peripheral and media-hyped disruptive innovations, to core innovation catalysts, used strategically to support teaching enhancement within the institution. It will provide an overview of the courses that have been delivered so far and discuss the impact, both in terms of learner data but also in terms of their strategic influence on Nottingham's open, on-line and blended learning activity.	Open Courses
715	Carolyn Usher	StartUP: A cross-border OER project	The StartUP Project is supported/co-funded by the European Commission Lifelong Learning Programme - KA3 - ICT Multilateral Projects and is an innovative cross border project led by SOPHIA Research & Innovation in Italy with partners across Europe: BEST Institut für berufsbezogene Weiterbildung und Personaltraining GmbH, Austria; UPM, Universidad Politécnica de Madrid, Spain; FWE, Foundation for Women Entrepreneurs, Malta; CECE, Confederation of Education and Training Centres, Spain; InovaConsultancy, England; Profesia, Italy. The project is linking Open Educational Resources and the entrepreneurial sector aiming to fill a blank spot for open and flexible entrepreneurial training opportunities which reach the lifelong learner. The project aims at developing an innovative pedagogy and assessment approach, based on Open Educational Resources (OER), to support the diverse individual learning pathways and to better assess all types of learning outcomes and future learning needs related to entrepreneurship competences (entrepreneurial mindset and sense of initiative), a key competence for the lifelong learner. The project challenges the matching process between available OER and individual training needs, with the aim to promote the use and re-use of OER in a pedagogically-rich context, increasing the number of OER users and fostering the effectiveness of OER for entrepreneurial educational purposes. A key part of the project is the development of a multi-lingual platform in which users from across the EU countries involved in the project can access, upload and reuse a range of OER resources. We hope that users will be able to use the platform to translate existing OERs to other languages helping a wider audience to benefit from them. With innovative ICT tools and combined institutional and cultural approaches, StartUP takes up the development of entrepreneurial competence by increasing the use of OER across Europe and will increase the range of languages such resources are available in (currently the majority of resources are in English). Main target groups of the project: StartUP addresses a wide target audience, composed by secondary school, higher education teachers and students, VET trainers and trainees, adult learners and professionals. Website: <a href="http://www.startupproject.eu">http://www.startupproject.eu</a>	Open Education across Languages and Cultures

ID	Main Author	Title	Abstract	Theme
716	Rebecca Pitt	From theory to practice: can openness improve the quality of OER research? (working title)	Researching the impact of open educational resources (OER) in the open has been a core aim of the OER Research Hub project (OERRH) (1) since it began at the end of 2012. But has this open approach to research improved the quality of our research on the impact of OER? This paper explores the ways in which open research practices have enabled us to improve the quality of our research. We have utilized a range of open research practices including: 1) "Agile research" (2); our ability to be responsive to feedback and continuously evaluate the way in which we work has led to positive adjustments to our own practice. 2) Openly licensing our research instruments and all project outputs (inc. anonymised research data), blogging the progress of our collaborative research and disseminating research results as-and-when they are available. This has encouraged feedback from our stakeholders, and enabled us to broaden and network our existing range of collaborators. 3) Sharing experiences and ideas through collaboration: our four-week course Open Research via School of Open (P2PU/Creative Commons) explored and reflected on our experiences of researching OER in the open. Beginning with an exploration of the theory and practice of open research, course participants went on to actively explore the role of reflection in open research, what role openness has in the dissemination of research findings and ethical considerations for open researchers. We will be reviewing the course during December 2014 and plan to develop future iterations of the course based on participant and community feedback. In this paper the research team will reflect on our open research approaches and the experience of sharing these via School of Open. We ask: how can we improve OER research through openness? What worked and what didn't in our project? Which of our open practices did we change as the project progressed? And what benefits can openness bring to researching OER in particular? 1: <a href="http://oerresearchhub.org/2">http://oerresearchhub.org/2</a> : Becoming more agile researchers: experiences from researching open educational resources McAndrew, P. 2013. <a href="http://www.slideshare.net/openpad/agile-research-for-open-education-reso">http://www.slideshare.net/openpad/agile-research-for-open-education-reso</a>	Impact Research
717	Beatriz de los Arcos	Building Understanding of Open Education: An Overview of the Impact of OER on Teaching and Learning	The true power of comparative research around the impact and use of open educational resources is only just being realised, largely through the work done by the Hewlett-funded OER Research Hub. Since late 2012 the project has used a combination of surveys, interviews and focus groups to gather data about the use of OER by educators, formal learners and informal learners across the globe. This presentation will focus on the overall picture emerging from the project's research to date, exploring key questions around OER use and attitudes. Areas that will be covered include: 'Who is using OER and in what ways?'; 'What impact is OER having on teaching?'; 'How do students enrolled in education programmes use OER?'; 'What do we know about use of OER by informal learners?'; 'Are OER saving money?'; 'Are OER improving access to education?'. These findings are likely to be of interest to a wide range of OER stakeholders. Audience members are encouraged to share their reactions to the data and reflect on how it compares with their own experiences. OER Research Hub research instruments are available on an open license (CC-BY) so they can be reused and repurposed, and we encourage others to share results back to the overall data set to leverage the power of openness.	Impact Research
718	Sian Edwardson	Meithrin myfyrwyr fel cynhyrchwyr / nurturing the student producer	This talk will chronicle the learning experience of the Learning Technology Team in Bangor University currently developing OER's with student content producers including those working through the medium of Welsh. As part of the CADARN project the Learning Technology team in Bangor University is currently managing a number of OER development projects across the university in both Welsh and English. Bangor University has a very strong and established role in the development of Welsh language learning technology developing the initial Welsh Language Pack for Blackboard. In Bangor the CADARN Funding has been used not only to provide equipment but also to fund the employment of postgraduate students to develop the resources. A call went out for CADARN project proposals in April 2014, 33 proposals were received of which 12 are currently in development. Another call for project proposals is due to go out after the Christmas Vacation. The working practice that is emerging from this project now involves a member of the Learning Technology team acting as project manager to each project; establishing a working practice with the student developer and the academic who made the initial proposal. The Learning Technology team member meets regularly with the project developer and the student, who may be a subject specialist with limited editing experience or who may be a student from our School of Creative Industries who has a wealth of editing and creative skills but no subject knowledge of the OER content. From the development perspective this is an interesting if slightly chaotic time! Finding suitable locations for equipment and spaces to record and edit has not been an easy task, but this kind of issue is now starting to settle in. Setting realistic time scales for the projects has also been challenging with staff initially underestimating the amount of time it will take to develop the resource they have in mind when submitting the proposal. Getting staff and the student developers to embrace the use of Creative Commons Materials is also taking some effort, but this project is helping the university to steer staff and students in that direction. From a Welsh medium perspective the OERS we develop in Bangor as part of this project are already making an impact in the contribution our staff make to the Open Educational Resources on the Coleg Cymraeg Cenedlaethol's e-learning platform 'Y Porth'. One of the initial Open Educational Resources projects to be completed will be a series of 7 short videos of students and lecturers discussing their academic expectations. The Coleg Cymraeg Cenedlaethol's digital library contains a wealth of open digital resources in a wide range of academic areas which can be shared by lecturers throughout Wales.	Open Education across Languages and Cultures
719	Beatriz de los Arcos	Non-English speakers' use of OER: consumers or contributors?	The OER Research Hub (OERRH) is a project funded by the William and Flora Hewlett Foundation to investigate the impact of OER on learning and teaching practices. Working internationally in collaboration with projects across the school (K-12), college, higher education and informal learning sectors, the OER Research Hub is building a network of evidence for and against eleven hypotheses relating to OER, in addition to establishing methods and instruments for broader engagement in researching the impact of openness on learning. Since 2013 the project has gathered survey data about the use of OER by educators, formal and informal learners. Out of the 6,000+ valid responses collected from 180 countries across the globe, 36% report a first spoken language other than English. It has been suggested that language barriers and cultural differences can cause a divide between consumers of OER and contributors to OER (Klemke et al., 2010; Rossini, 2010). In this presentation I will assess this proposition by exploring OERRH survey data in relation to non-English speakers' use of, and attitudes towards OER. References: Klemke, R., Kalz, M., Specht, M., & Ternier, S. (2010). Open educational resources: Conversations in cyberspace. British Journal of Educational Technology, 41(6), 968-970. Rossini, C.A.A. (2010). Green-Paper: The State and Challenges of OER in Brazil: From Readers to Writers? Berkman Center Research Publication No. 2010-01. Retrieved from <a href="http://ssrn.com/abstract=1549922">http://ssrn.com/abstract=1549922</a>	Open Education across Languages and Cultures

ID	Main Author	Title	Abstract	Theme
720	Leigh-Anne Peryma	Are student-led Facebook groups open educational practices?	<p>Currently, headline news for the open education movement often foregrounds the considerable cost-savings to be achieved by replacing paid-for textbooks with their no-cost open equivalent (e.g. Senack, 2014). However, this focus on institution-led creation and provision of open learning objects may be diverting attention from learner-led open educational practices (OEP) such as formal students' development of and participation in study-related Facebook groups. Various studies (see Tess, 2013; Pander et al, 2014) have evaluated the impact of institution-led Facebook use within formal education. However, recently researchers have begun exploring learner-driven Facebook use (e.g. Dron and Anderson, 2014; Gardner, 2014; Kent and Leaver, 2014). Our study contributes to this development and stems from two stimuli: (1) our previous research into self-educating, online informal learning communities, conducted when developing the public open scholar role (Author 1 and Author 2, 2012), and (2) our background as academic managers with the UK Open University (OU), through which we became aware that very many OU students use Facebook groups to support their formal studies. Observing this phenomenon led us to ask: are student-formed Facebook groups really open educational practices and can they facilitate learning and help achieve educational inclusion? To answer these questions we analysed 10 OU student-led Facebook groups, with a combined membership of approximately 3000. We first looked for a suitable existing framework for evaluating OEPs, but found none were ideally applicable to Facebook. We therefore adopted a hybrid evaluation strategy drawing on several frameworks as a basis for investigating: the level of openness in our case study groups; the degree to which the groups are educational; the practices taking place in the groups. Our research shows such Facebook groups can be a valuable form of open educational practice, with students making a significant contribution to their own education through self-organised groups. Following Gardner (2014) we suggest these groups feature the student-student interaction component of Anderson's Interaction Equivalency Theorem (Anderson, 2003), sitting alongside top-down teaching and content. Facebook groups do differ in their level of openness – something that is compromised in some settings by Facebook's dependence on Internet access. However, Facebook's huge popularity in the developing world, especially via mobile devices, leaves the platform more open than many others (for example Moodle-based Virtual Learning Environments (VLE) and Blackboard Collaborate). Our research has the potential to shift the focus of the open education movement from researching students as co-producers of objects to exploring the ways in which students co-develop educational processes. We recommend that universities should review the role of VLE forums within undergraduate tuition strategies and consider how Facebook groups might sit alongside the remainder of the learning experience. We also argue that students and tutors alike could benefit from a Facebook-group-specific evaluation framework, allowing consistent judgements to be made about groups' quality. We hope our research will lead to a refinement of the term 'open educational practice' away from the creation and top-down 'distribution' of OER to the collaborative production of new</p>	Learners and Other Communities
722	Giles Pepler	Mainstreaming OER "policies, strategies or initiatives"?	<p>Although there are many policies for OER in individual HE institutions, both across Europe and worldwide, there are relatively few national or international policies related to open education which specifically identify OER. Many of the policies listed in the Creative Commons registry are either merely declarations of intent, or policy statements that lack clear strategies for implementation: several of the policies listed there are either gathering dust or propositions for action at some future unspecified date. Furthermore, where national policies do exist (there are many examples from the US) their scope is largely limited to open access to publicly funded HE research. There is a general dearth of policies related to either the schools or VET (college) sectors. Whilst OER policies may be in relatively short supply, open education initiatives – often referring specifically to OER – are not. The POERUP (Policies for OER Uptake) research[1] has identified, catalogued and mapped over 500 OER initiatives, almost all of them active. A prime example is the EU's flagship initiative Opening Up Education[2] which identifies OER as a driver of open education and lists a broad range of Key Transformative Actions for delivering this. In the years following the 2002 UNESCO Forum on Open Courseware, a small number of European national governments funded initiatives to promote the uptake of OER – notably the Netherlands with Wikiwijs[3], the UK with the Jisc OER programme[4] and Poland with the Digital book programme for schools[5]. However, when the economic recession began to affect Europe in 2008 state funding started to dry up and, with the exception of the Polish programme, has not started to flow again. The UNESCO policy guidelines for the development of open access[6] have yet to bear much fruit in Europe. Even so, the POERUP research indicates that although state funding is limited or non-existent, many regional and institutional OER initiatives have continued to develop 'under the radar'. This presentation draws on this POERUP research and the POERUP overview of OER policies[7] and discusses the relative effectiveness of policies, strategies and initiatives in facilitating the mainstreaming of OER in the current political, social and economic climate in Europe. [1] See <a href="http://poerup.referata.com/wiki/Category:Open_Education_Initiatives">http://poerup.referata.com/wiki/Category:Open_Education_Initiatives</a> [2] <a href="http://www.openeducationeuropa.eu/en/initiative">http://www.openeducationeuropa.eu/en/initiative</a> [3] <a href="https://www.google.co.uk/webhp?sourceid=chrome-instant&amp;rlz=1C1TEUA_enGB461GB461&amp;ion=1&amp;espv=2&amp;ie=UTF-8#q=wikiwijs%20english">https://www.google.co.uk/webhp?sourceid=chrome-instant&amp;rlz=1C1TEUA_enGB461GB461&amp;ion=1&amp;espv=2&amp;ie=UTF-8#q=wikiwijs%20english</a> [4] <a href="http://www.jisc.ac.uk/whatwedo/programmes/elearning/oeer">http://www.jisc.ac.uk/whatwedo/programmes/elearning/oeer</a> [5] <a href="http://centrumcyfrowe.pl/english/digital-school-e-textbooks-program-a-year-and-a-half-later/">http://centrumcyfrowe.pl/english/digital-school-e-textbooks-program-a-year-and-a-half-later/</a> [6] <a href="http://www.unesco.org/new/en/communication-and-information/resources/publications-and-communication-materials/publications/full-list/policy-guidelines-for-the-development-and-promotion-of-open-access/">http://www.unesco.org/new/en/communication-and-information/resources/publications-and-communication-materials/publications/full-list/policy-guidelines-for-the-development-and-promotion-of-open-access/</a> [7] See <a href="http://poerup.referata.com/w/images/POERUP_D4_1_Overview_of_European_and_international_policies_relevant_for_the_uptake_of_OER_v1.0.pdf">http://poerup.referata.com/w/images/POERUP_D4_1_Overview_of_European_and_international_policies_relevant_for_the_uptake_of_OER_v1.0.pdf</a></p>	Open Educational Practice (OEP) and Policy

ID	Main Author	Title	Abstract	Theme
723	Valerie Irvine	The Role of Multi-Access Learning in Mainstreaming Open Education	<p>It can be argued that without online learning, there is no open. Open inherently holds the characteristic of being online, while online does not inherently hold the characteristic of being open. Early online courses were almost entirely closed, and the proliferation of closed learning management systems (LMS) has, unfortunately, become the norm. This continuation of closed online learning culture is largely because most central services supporting online learning on campuses present the closed LMS option by default to those who request moving or creating a course online. As comfort and experience develops in an online modality, so does the likelihood that the instructor will embrace an open ideology. It can be argued, then, that the typical transitional route is from face-to-face to online (closed) to open. The affordance of multi-access learning (Irvine, 2009; Irvine, Code, &amp; Richards, 2013) is the expansion of the mainstream brick-and-mortar campus face-to-face courses into online modalities without creating a separate stream of online offerings (see Figure 1). Figure 1: Multi-Access Learning Framework</p> <p>Once a course is in part online, the synergies between having choice of modalities and opportunities for supporting diverse and concurrent learning pathways are considerable. New flexibilities can inform and influence new pedagogies to transform pre-existing beliefs about online and open. For today's learners, there is less "distinction between face-to-face and virtual," which may lead to a greater acceptance and demand for online learning modalities compared to previous generations (Mulder, 2011, para. 5). It is hopeful the next step is for less distinction between online and open. This change can occur at the point of decision on sharing educational resources or "ERs" into closed environments vs. OERs into open ones. The growing acceptance of open in learning is a positive direction for mainstreaming open education; however, many tools still do not allow for the layering of access from private-to-open content and for credit-to-open learner access as warranted in differentiating for these multi-access learning communities. In order for mainstreaming to occur, it is the instructor of credit courses who must opt to make her/his courses and/or resources open. Currently, many open courses are created as entirely new courses that are completely separate from credit offerings. This practice is burdensome as many faculty cite existing campus credit teaching workload to be heavy. Efforts to explore expanding the layers of existing on-campus courses into synchronous online, asynchronous online, and open access is a pragmatic approach to mainstreaming open education. References Irvine, V. (2009). The Emergence of Choice in "Multi-Access" Learning Environments: Transferring Locus of Control of Course Access to the Learner. In G. Siemens &amp; C. Fulford (Eds.), Proceedings of World Conference on Educational Multimedia, Hypermedia and Telecommunications 2009 (pp. 746-752). Chesapeake, VA: AACE. Irvine, V., Code, J., &amp; Richards, L. (2013). Realigning higher education for the 21st-Century Learner through Multi-Access Learning. MERLOT Journal of Online Learning and Teaching, 9(2). Mulder, A. (2011, September 12). Open education resources and the role of the university. EDUCAUSE Reviews Online. Retrieved from <a href="http://www.educause.edu/ero/article/open-educational-resources-and-role-university">http://www.educause.edu/ero/article/open-educational-resources-and-role-university</a></p>	Open Education in Colleges and Schools
724	Vashti Zarach	Creative OER Planning: Tricks & Techniques	<p>I would like to give a 45 presentation on the process of creatively planning OERs. The presentation will be based on my experience planning an OER project for an academic library in Wales, in a short space of time. It will cover elements such as mindmapping the OERs, balancing usefulness versus distinctiveness, using puppets and iphones to create a short demo version of a proposed film, involving students and the local community, bilingualism and accessibility. I will discuss inspirations for the project, and the two films we are working on: "library voices" (an overview of the library featuring our service users) and "books and slate" (a lookback at library history featuring students, library resources and archival materials).</p>	Open Educational Practice (OEP) and Policy
725	Valerie Irvine	Open Education in the 1990s: Revisiting the History of the Open Education Movement	<p><b>Introduction</b>The early days of the open education movement, particularly in the pre-Web 2.0 era, appears to be sparsely documented. According to Wiley (2007, p.1), there is a lack of specific scholarly mention of open educational resources (OER) prior to 1994. To document a more robust history of the early OER movement, we will interview OER pioneers in an effort to preserve the evolutionary practices of open education, document their work, preserve their formative practices, and share their artefacts.</p> <p><b>Open Education History in Broad Strokes</b>The current history of OER largely cites MIT's 2002 initiative of publishing 50 open courses as the beginning of the OER movement. However, OER began with the proliferation of the World Wide Web in the early 1990s. Inspired by the open source software movement, David Wiley coined the term "open content" and made available the OpenContent License in 1998 (Wiley &amp; Gurrell, 2009, p. 13). In 2003, they officially launched their official OpenCourseWare (OCW) with 500 courses. The prestige that MIT brought to the OER movement increased the visibility of open education and encouraged other similar projects (Wiley, 2007, p. 1).</p> <p><b>Early Innovators in a Pre-Social Era</b>In the current landscape in Canada, various innovators are cited as the first to teach in and name the Massive Open Online Course (MOOC) phenomenon. These include Alec Couros (ECI 831) and George Siemens and Stephen Downes (CCK08) in 2007-8. In one online interview on the history of the MOOC, Cormier acknowledged a great history prior to the history of what he calls the "MOOC proper." Although Cormier has coined the term MOOC, he points out that there have been open courses prior to 2007 with international followings of likely large or massive scale. As one example, ten years prior to the "MOOC proper," open courses were offered out of the University of Alberta by Craig Montgomerie, David Mappin, Michael Szabo, Dwayne Hrapnuik, and Valerie Irvine starting as early 1996 and the University of Victoria starting in 2001. The OERs developed as part of these courses were listed among other OERs cited in the T.H.E. journal in 2005. Emails artifacts received were from students participating in UK-based courses that had "wrapped" the OERs. It is clear that the impetus for the rise and mainstreaming of the open education was largely influenced by the emergence of the social web. A consequence of this on the history of early open pioneers, who created OERs in the pre-social era, is that their work was less likely to be documented or spread via networks. This research will add to the body of history around open education, and help us understand our recent past as OER educators. Bibliography Feldstein, M. (2009, January 10). ITOE: History of Open Education. Turner, L. (2005, June). 20 Technology Skills Every Educator Should Have. T.H.E. Journal Web Exclusive. Wiley, D., &amp; Gurrell, S. (2009). A decade of development... Open Learning: The Journal of Open, Distance and E-Learning, 24(1), 11-21. doi:10.1080/02680510802627746.</p>	Open Courses

ID	Main Author	Title	Abstract	Theme
726	Ronald Macintyre	Open Science Happens Somewhere: Exploring the use of Science OER in Schools	This paper concerns a pilot exploring the use of openly licensed content in secondary schools. Specifically it looks at the use of the Open University's (OU) OpenScienceLab (OSL) in two remote rural schools in the West Highlands of Scotland. OSL is a series of online experiments openly licensed for anyone to use, they are about learning through experimentation, and are part of a wider OU interest in how to support and develop inquiry based learning at a distance (Scanlon 2012). This area is of particular relevance to Scottish schools, as the underlying pedagogy of Curriculum for Excellence (CfE) promotes interdisciplinary thinking and learning through inquiry (Author 2014). The idea of the pilot was to work on how 'open content' might be used in schools to understand what openness might mean in and for educational practice. While our initial intention was simply to run these in schools after the first workshops it became apparent while the technical and licences were open and it was relatively clear how to do the experiments, people were uncertain how to use them in their educational practice. Emphasising the need to attend to Educational Practice as well as Openness in OEP. The pilot took a participatory design approach (Sanders and Westerlund 2011; Mor et al 2012), to developing and support practices around the use of Open Educational Resources (OER) in classroom. Through a series of workshops and schools visits we looked to solve these problems from the classroom out, using the teachers experience to develop learning journeys that worked for teachers and pupils. With teachers we created a learning journey using the OU's free platform OpenLearnWorks to wrap the experiments in a mixture of existing and newly developed OER. Two journeys were created, these will be run in two locations with with two sets of teachers in December 2014. The paper will report on the outcomes for pupils and teachers of this final stage. In doing so it will reflect on the participatory design process, highlighting the practices developed to support the use of open content, drawing out broader conclusions might support the use open materials in the classroom. References Author 2014 Mor, Y., Warbutons, S. and Winters, N., (2012). Participatory pattern workshops: a methodology for open learning design inquiry, Research in Learning Technology, 20(0), <a href="http://www.researchinlearningtechnology.net/index.php/rlt/article/view/19197">http://www.researchinlearningtechnology.net/index.php/rlt/article/view/19197</a> [accessed 8 June 2013] Sanders, E. B. N., Westerlund, B. (2011). Experimenting, Exploring and Experimenting in and with Co-Design Spaces, Nordic Design Research Conference, <a href="http://www.maketools.com/articles-papers/SandersWesterlundNordes2011.pdf">http://www.maketools.com/articles-papers/SandersWesterlundNordes2011.pdf</a> [accessed 17 June 2013] Scanlon, E. (2012) Open educational resources in support of science learning: tools for inquiry and observation, Distance Education, 33(2), 221-236 Word Count: 475	Open Education in Colleges and Schools
727	Rob Farrow	Openness and Ethics	What difference does openness make to ethics? This session will examine this question both from the perspective of research into OER and the use of open resources in teaching and learning. An outline of the nature and importance of ethics will be provided before the basic principles of research ethics are outlined through an examination of the guidance provided by National Institutes of Health (2014) and BERA (2014). The importance and foundation of institutional approval for OER research activities is reiterated with a focus on underlying principles that can also be applied openly. I argue that with a shift to informal (or extra-institutional) learning there is a risk that we lose some clarity over the nature and extent of our moral obligations when working outside institutional frameworks – especially with what Weller (2013) has termed "guerilla" research activity. But we might also speak of "guerilla" education for innovations taking place on the fringes of institutional activity – from using social media to going full-blown "edupunk" (Groom, 2008). I show how the principles underlying traditional research ethics can be applied openly while noting that, whether working within or outside institutions, there is almost no existing guidance that explains the ethical implications of working openly. Similar issues are raised with MOOC, which operate outside institutions but while drawing on institutional reputations and values. With this in mind I briefly explore the moral dimensions of scenarios we are likely to encounter in the future (e.g. privacy, security, big data and intellectual property) focusing on the implications of openness. I argue that, while models for ethical analysis have been proposed (e.g. AUTHOR, 2011; 2013; 2014) more attention should be paid to the ethics of being open. I conclude with an examination of the idea that we have a moral obligation to be open, contrasting prudential and ethical approaches to open education. At the heart of the OER movement, I argue, is a strong moral impulse that should be recognized and celebrated rather than considered the preserve of the ideologue: openness is not reducible to lowering the marginal cost of educational resources. Openness is a diverse spectrum and to leverage its true potential we need to reflect deeply on how media technologies continue to challenge the normative assumptions we make about education. AUTHOR. (2011). [REDACTED] AUTHOR. (2013). [REDACTED] AUTHOR. (2014). [REDACTED] BERA (2014) Ethical guidelines for educational research. <a href="http://www.bera.ac.uk/researchers-resources/resources-for-researchers">http://www.bera.ac.uk/researchers-resources/resources-for-researchers</a> Groom, J. (2008). "The Glass Bees". <a href="http://bavatuessdays.com/the-glass-bees/">http://bavatuessdays.com/the-glass-bees/</a> McAndrew, P. and AUTHOR, (2013). Open Educational Research: From the Practical to the Theoretical. In McGreal, R., Kinuthia W., & Marshall S. (eds.) Perspectives on open and distance learning: Open Educational Resources: Innovation, research and practice, Commonwealth of Learning, Athabasca University. <a href="https://oerknowledgecloud.org/sites/oerknowledgecloud.org/files/pub_PS_OER-IRP_CH5.pdf">https://oerknowledgecloud.org/sites/oerknowledgecloud.org/files/pub_PS_OER-IRP_CH5.pdf</a> . National Institutes of Health (2014). Protecting Human Research Participants. <a href="http://phrp.nihtraining.com/">http://phrp.nihtraining.com/</a> Robbin, J. "The Ethics of MOOCs". Inside Higher Ed. <a href="http://www.insidehighered.com/blogs/sounding-board/ethics-moocs">http://www.insidehighered.com/blogs/sounding-board/ethics-moocs</a> . Weller, M. (2011). The Digital Scholar: How Technology is Changing Academic Practice. Bloomsbury Academic/Weller, M. (2013). "The Art Of Guerrilla Research". Available from <a href="http://nogoodreason.typepad.co.uk/no_good_reason/2013/10/the-art-of-guerrilla-research.html">http://nogoodreason.typepad.co.uk/no_good_reason/2013/10/the-art-of-guerrilla-research.html</a> .	Learners and Other Communities
728	Steve Dawes	Connecting Learners to Open Education	This poster will evidence the methods employed to connect learners and staff to the different types of training and open learning resources (OERs) provided by the University. Beginning with an overview of the learning activities and training provided by the Learning Technology Team such as Best Practice Videos, Workshops, One-to-One sessions and Online Training Courses, the poster will move on to show the methods used to promote these OER opportunities from offline media (Posters, QR Codes) to online channels of communication (Twitter, Team Blog). The poster will give real-world examples of these methods of engagement across the University campuses and how they can be replicated in a wide-range of learning contexts and environments, including Student learning and Continuing Professional Development (CPD) for Staff.	Learners and Other Communities



ID	Main Author	Title	Abstract	Theme
729	Gabi Witthaus	A Typology of Institutional Practices for the Recognition of Open Learning in Europe	This paper reports on a study carried out from May to November 2014, as part of an investigation into institutional strategies used by European universities for opening up education, including the challenges and opportunities in the recognition of open learning achievements. The overall aim of the study was to support European policy development. The research team investigated institutional practices, attitudes and rationales for the types of recognition awarded for open learning, the factors that influenced decisions in this regard, and the contexts in which non-formal, open learning was recognised. Desk research was conducted to obtain an overview of which institutions and collaborative groupings of institutions throughout Europe are recognising open learning, and what mechanisms they are using for such recognition. This data was complemented by six in-depth interviews – two with MOOC teachers, two with MOOC learners, and two with employers/employer bodies that were beginning to recognise open learning for continuing professional development purposes. The following key themes emerged from the data gathered: Recognition is not a monolith, but rather, it manifests at several levels of formality, from badges/completion certificates up to verified certificates conferring ECTS credits. The aspect of open learning that has the greatest impact on formality of recognition is the nature of the assessment implemented. Critical factors in determining robustness of assessment are identity verification, real-time supervision during examinations (whether conducted online or face-to-face), and the inclusion of comprehensive information about both the course content and the assessment procedures on the certificate. Two other aspects of open learning have a significant impact on recognition – affordability of the assessment for learners, and learners' eligibility for assessment and recognition. It was found that the MOOC providers that offer full recognition tend to either pass on the cost of the examination to the learners, or to only offer the examination and recognition to students enrolled on a programme at that institution. Based on these findings, a typology of recognition types was generated, in which open learning initiatives are represented in the form of a diamond-shaped radar graph, with formality of recognition, robustness of assessment, affordability of assessment for learners and eligibility for assessment at each of the four points. A number of MOOCs and open learning initiatives were analysed using this tool, and the resultant models fell into six clusters of similar-shaped graphs. These clusters form the core of a new typology for recognition of open learning. It is anticipated that this typology will help academics and senior management in higher education institutions and employer bodies analyse their existing practices regarding recognition of open learning, comparing and contrasting them with those of other institutions, and to develop strategies for enhancing their recognition practices in the future.	Open Educational Practice (OEP) and Policy
730	Simon Cotterill	Co-Curate: working with schools and communities to add value to Open collections	Co-Curate is an AHRC funded cross-disciplinary project working with schools and community groups in the North of England, which combines use of Openly licensed materials from museums and archives with informal community based resources. A participative Website has been developed to enable students to create 'mashups' of materials from existing Open collections and mix in their own materials to co-curate stories of the North East. The purpose of this presentation is to provide an overview of how we have used Open collections in both formal and informal educational contexts and to share our initial findings in relation to stakeholders knowledge and perceptions of both using and contributing Open licensed materials. The Website ( <a href="https://co-curate.ncl.ac.uk/">https://co-curate.ncl.ac.uk/</a> ) builds on previous JISC-funded work with Dynamic Learning Maps, AHRC projects, and related OER innovation projects. Regular automated harvesting of selected collections, including license information are fed into the Website, including photographs, videos and other materials via Europeana, Flickr and YouTube. These include collections from regional and national collections of museums, libraries and other sources; with historical photographs and video clips. The site currently includes over 20,000 resources and 1,000 topic pages. The system also allows participants to add ad-hoc resources from the Web or upload their own resources, with a choice of license options, including All Rights Reserved, but with the default set to CC BY-NC 2.0. The project team have worked with a diverse range of community and school groups. Levels of knowledge of copyright and licensing varied by group, but were generally low. Groups were almost universally keen to use Openly Licensed from collections but some were reluctant to make their materials Openly Licensed, or in some cases even publically accessible. On the other hand some groups were keen on Open Access from the onset. In both cases issues around copyright and licenses were a major component of ongoing discussion with groups as part of the co-curation process. Schools are involved in a range of co-curation activities, with varying use of the Website. An ongoing large-scale pilot with a High School integrates use of the Website as part of a scheme of work over several weeks culminating in the students giving an exhibition in a prominent regional gallery. This includes work to use the photographs, videos and other resources and to create pages and add new resources. Much of this can be loosely classed as 'enquiry-based-learning', but there are also sessions of unstructured 'self-organised learning'. In relation to Open Access we will report on student and teachers' use of resources and perceptions of Open Licences, when using resources on the Website. The educational value of granular OA materials (in contrast to large structured OERs) will be of interest in these pedagogical contexts. Co-Curate is an innovative project using OA materials in a range of educational and cultural settings. Learning from the project in relation to technical and pedagogic use of OA and perceptions of OA will be shared and participants will be able to access Co-Curate at the OER15 conference.	Learners and Other Communities
731	Fiona Morgan	The informed health consumer Mooc: learning from all the evidence	Massive open online courses (Moocs) have been in very short order both a revolutionary educational paradigm for 21st century and a grave disappointment. In late 2012 the New York Times was declaring "The Year of the MOOC" (Pappano 2012) whilst a year later Sebastian Thrun described as "the godfather of the MOOC" was declaring them to be "a lousy product" (Chafkin 2013). Among the concerns levelled at MOOCs are that they: - Cater largely to middle-class people educated to degree level so they are 'preaching to the converted' rather than attracting those new to higher education. (Emanuel 2013) - Have huge drop-out rates – a recent estimate was an average of 6.5% completed the course (Jordan 2014) - Encourage passive learning that is not translated into change (Littlejohn 2014) A new FutureLearn Mooc which will run in September 2015 aims to address these issues head on. A collaboration between a University Library Service and an academic team in healthcare, the Mooc will be designed to engage with a wide audience across a range of media. It will be developed with input and advice from potential users via Patient and Public Involvement (PPI) initiatives and will incorporate ways in which participants can get involved in projects during and after the course. A research project will run alongside to provide evidence related to the development and results from those who enrol in the course. References: Max Chafkin. 2013. Udacity's Sebastian Thrun, Godfather Of Free Online Education, Changes Course. Fast Company November. <a href="http://www.fastcompany.com/3021473/udacity-sebastian-thrun-uphill-climb">http://www.fastcompany.com/3021473/udacity-sebastian-thrun-uphill-climb</a> Ezekiel J. Emanuel 2013 Online education: MOOCs taken by educated few. Nature 503:342. 21 November Katy Jordan 2014. Initial trends in enrolment and completion of massive open online courses. The International Review of Research in Open and Distance Learning. Alison Littlejohn 2014. Professional Learning through Massive Open Online Courses <a href="http://littlejohn.com/professional-learning-in-moocs/">http://littlejohn.com/professional-learning-in-moocs/</a> Laura Pappano. The Year of the Mooc. New York Times 2 November 2012	Open Courses

ID	Main Author	Title	Abstract	Theme
732	Terry McAndrew	Creating OER and embedding Open Practice - identifying challenges and achievements for change.	OER15 offers an opportunity to tackle major issues for OER/P directly by the practitioners working in the domain. This workshop will address the problems in creating and embedding Open resources and Practices on behalf of various disciplines within Higher Education and agree targets for the short to long term. We are in a significantly constrained funding environment and are likely to be so for a considerable time yet, and yet the effective exchange of Open Educational Resources and Open Practices still fails to be recognised by the Higher Education system for its full potential. Why is this? Are the barriers that exist ones of our own making and we still carrying them forward with us in our various roles? What can be done from the perspective of these roles, (including students) within Higher Education to establish the continuous development of OER that are needed and valued by the disciplines themselves. We already have all the technologies available to do this so it is becoming more likely that it is the development, adoption and adaption activities that are where the remaining challenges lie. This workshop will refine these issues to agree the agenda forward by practitioners. It will also draw upon the findings and issues raised by collection of 57 projects from the Higher Education Academy's Digital Literacy in the Disciplines programme (2013-14) and the related Digital Literacy components of the HEA's Changing the Learning Landscape workshops, in addition to the wider recent OER programme. Delegates will be required to work from both a discipline and their role perspective to agree a model change programme that challenges the modern traditions of digital development to design a better solution rather than let one evolve wastefully. It has often been said that significant change follows a grief-like process which is why it so difficult to go through it. The HEA has had significant experience with working with Higher Education Providers' change programmes and a selection of these tools will be utilised within the workshop. By giving practitioners time with range of change resources they may be better equipped to take a lead to give OER/P space to develop differently within their own institution.ReferencesDigital Literacy in the Disciplines project wiki (2004) - <a href="http://diind.referata.com/wiki/Main_Page">http://diind.referata.com/wiki/Main_Page</a> Higher Education Academy Change programmes - <a href="https://www.heacademy.ac.uk/consultancy-services/change">https://www.heacademy.ac.uk/consultancy-services/change</a>	Open Educational Practice (OEP) and Policy
733	Tharindu Liyanagun	Massive Open Online Courses and Sustainability	Massive Open Online Courses (MOOCs) have become very popular with millions of users from around the world registered with leading platforms. There are hundreds of universities offering MOOCs. However, sustainability of MOOCs is a pressing concern as MOOCs incur up front creation costs, maintenance costs to keep content relevant and on-going support costs to provide facilitation while a course is being run. At present, charging a fee for certification (for example Coursera Signature Track and FutureLearn Statement of Completion) seems a popular business model.The authors discuss other possible business models and their pros and cons. Some business models discussed here are:Freemium model – providing content freely but charging for premium services such as course support, tutoring and proctored exams.Sponsorships – courses can be created in collaboration with industry where industry sponsorships are used to cover the costs of course production and offering. For example Teaching Computing course was offered by the University of East Anglia on the FutureLearn platform with the sponsorship from British Telecom while the UK Government sponsored the course Introduction to Cyber Security offered by the Open University on FutureLearn. Initiatives and Grants – The government, EU commission or corporations could commission the creation of courses through grants and initiatives according to the skills gap identified for the economy. For example, the UK Government's National Cyber Security Programme has supported a course on Cyber Security. Similar initiatives could also provide funding to support relevant course development and offering.Donations – Free software, Wikipedia and early OER initiatives such as the MIT OpenCourseware accept donations from the public and this could well be used as a business model where learners could contribute (if they wish) to the maintenance and facilitation of a course.Merchandise – selling merchandise could also bring revenue to MOOCs. As many participants do not seek formal recognition (European Commission, 2014) for their completion of a MOOC, merchandise that presents their achievement in a playful way could well be attractive for them.Sale of supplementary material –supplementary course material in the form of an online or physical book or similar could be sold with the revenue being reinvested in the course delivery.Selective advertising – courses could have advertisements relevant to learnersData sharing – though a controversial topic, sharing learner data with relevant employers or similar could be another revenue model for MOOCs.Follow on events – the courses could lead to follow on summer schools, courses or other real-life or online events that are paid-for in which case a percentage of the revenue could be passed on to the MOOC for its upkeep.Though these models are all possible ways of generating revenue for MOOCs, some are more controversial and sensitive than others. Nevertheless unless appropriate business models are identified the sustainability of MOOCs would be problematic.References:European Commission, 2014, REPORT ON WEB SKILLS SURVEY: Support services to foster Web Talent in Europe by encouraging the use of MOOCs focused on web talent, D1.1 – First Interim Report, May 2014, <a href="http://openeducationeuropa.eu/sites/default/files/MOOCs-for-web-skills-survey-report.pdf">http://openeducationeuropa.eu/sites/default/files/MOOCs-for-web-skills-survey-report.pdf</a>	Open Courses
734	Liz Masterman	Mainstreaming Open Educational Practice in a Research University: Prospects and Challenges	Increasingly, the case is made that OER should be deployed within pedagogic practices that 'rely on social interaction, knowledge creation, peer-learning, and shared learning practices' (Ehlers, 2011: 6). Within an individual institution, this may entail exploring the relationship between the principles and practices of openness in education and the values and practices espoused by individual academics, in order to identify an optimal institutional approach to OEP (open educational practice) This paper reports on an investigation into this relationship at a leading research-intensive university with substantial OER collections that reflect its strategic priority for global reach (AnonRef1, nd). Additionally, numerous staff are active in open science initiatives, and open access publishing is rising in response to funders' mandates.We conducted semi-structured interviews with 14 members of teaching staff from a range of disciplines, selected either for their involvement in open practices or for the recognition they had received for excellence in their teaching. The interview schedule was based on a conceptual framework of OEP focussing on sharing and reusing OER, open pedagogic models, students' learning in an open world, and open educational knowledge. The framework was synthesised from an extensive literature review and will be presented in the paper. As a research-intensive university, we were also interested in identifying cross-fertilisation from open science to OEP.A number of our findings are distinctive to the University, but nonetheless can prompt broader discussion. For example, interviewees considered the characteristics of the open pedagogic models to be already embedded in its model of individual and small-group teaching – which raises the questions whether, if the pedagogic goal is what counts, it can remain acceptable to achieve that goal using 'closed' means, and whether teachers can simply opt into those aspects of openness that enhance their existing practice (cf. Beetham et al. 2012).Other findings are perhaps more generally applicable, and the paper will also invite discussion around these. For example, although their professional values may resonate with those of openness, academics may feel more confident being open in their research activities than in their teaching, in part because the latter is both personal to them and personalised to their students. An asymmetry in the motivating factors to share versus reuse resources – viz., altruism and knowledge self-efficacy versus suitability to the immediate pedagogic need – may call into question how far these behaviours are two sides of the same coin.Finally, although the University's devolved decision-making structure is also distinctive, interview data regarding a potential institutional strategy for OEP may hold true across the sector. Interviewees identified the need for a clear position on openness and its implementation; a sound understanding of the consequences it might bring (intended and unintended); and above all an emphasis on autonomy: freedom of choice at both the individual and departmental level.Beetham, H., Falconer, I., McGill, L. & Littlejohn, A. (2012). Open Practices: a briefing paper. Ehlers, U.-D. (2011). Extending the Territory: From Open Educational Resources to Open Educational Practices, Journal of Open, Flexible, and Distance Learning, 15 (2): 1–10.AnonRef1 (nd). Strategic Plan 2013-18.	Open Educational Practice (OEP) and Policy

ID	Main Author	Title	Abstract	Theme
735	Paul Richardson	Raising institutional capacity to work with OER: Are we pushing at an open door?	There is a steadily accumulating body of evidence that the best use of OER at organisational level is enabled by staff who are both aware and capable. However, the pathway to this goal is not always clear: the levels of skills at producing and using OER are highly variable within institutions and across the sector. A number of approaches to staff development in this area have been adopted, involving a range of staff roles including teaching staff, and those in supporting roles from libraries, IT departments, and learning technologists. It is early days yet, but some useful models of good practice are emerging, both from specific funded projects, and also from cohesive institutional initiatives. At the same time, some barriers to change are emerging. We have heard much in the past about an apparent reluctance to share ideas and resources, and also about restrictive policies on copyright ownership. However, a more complex picture is now emerging, together with a more mature attitude to the benefits of open practice. This change has been supported (and perhaps also stimulated) by the work of Jisc, and also the interest of the devolved governments in Scotland and Wales. It may be that the time has been better for those of us who wish to raise awareness of OER, and to build capacity to work in open ways. We will discuss some of the common features of some successful approaches, and consider whether these can be formalised into specific critical success factors. In the course of our analysis, we will also consider the importance of the wider environment. In this context, we will address questions such as 'Are robust national and institutional policies necessary for success?' and 'Do professional online communities help to support open practice?'	Open Educational Practice (OEP) and Policy
736	Anna Page	Promise of OER - Opening Educational Practices in Scotland	Open Educational Resources (OER) have the potential to open up new possibilities for widening access to education, however, the evidence to date shows this has not been achieved at any significant scale. Opening Educational Practices in Scotland (OEPS) is a new three-year project funded by the Scottish Funding Council ( <a href="http://www.oepsotland.org">www.oepsotland.org</a> ). The project, led by the OU in Scotland, involves the whole Scottish Higher Education Sector. It will draw on and expand existing pockets of good practice and encourage stronger collaboration between Higher Education, Further Education, organisations and communities in Scotland to realise the benefits of OER. It will support develop and open practices, evaluating their role in supporting widening participation and transitions between different phases of the learning journey. The poster draws on existing examples of open practice in its broadest sense to explore the shift in narrative focus as the OER movement matures from enabling content to be open to consider what open content enables. Using examples of work conducted in Scotland it looks at the how OEP informs approaches to partnership with organisations in the workplace and community settings, extending what openness means, to consider how it informs the notion of "the expert" in collaborative content development, and looking at how teachers have employed participatory design approaches to the design of learning journeys. We suggest this sense of openness has the potential to: provide a variety of pathways from informal to formal learning, widen participation in education, provide opportunities for learners to access a broader curriculum and relevant skills development, reduce duplication and costs through creating a culture of collaborative development and reuse across the sector The poster also looks at how the project will enable these open educational practices through fostering developments within a peer support network, specifically through the development of a new online portal for OEP in Scotland, outreach and awareness raising activities.	Open Educational Practice (OEP) and Policy
738	Richard Heinen	A federate reference structure in an open informational ecosystem	It can be considered as one of the advantages that the production and distribution of learning materials is much easier in the digital world. The OER movement benefits from these possibilities. Whereas, publishing is one thing; the other is to maintain the material, to make it accessible and to implement methods for quality assurance – not only as the responsibility of one publisher but as a task for a whole educational system. Repositories of OER (ROER) can help to fulfil these tasks, if they follow some given criteria (Atenas & Havemann, 2014). Yet unsolved and underestimated is the question how to enhance transparency between different ROERs (Conole & Alevizou, 2010). Or: ROERs are regarded as appropriate tools to foster (McGreal et. al., 2013) the awareness for OER (UNESCO, 2012). However, this reflects only the perspective of publishers and not of an (inter) national educational system. If resources are open the different metadata created by authors, editors and users, or even aggregated automatically should be open as well and accessible from different places. Furthermore: collecting descriptions, peer-reviews, ratings and other metadata independent from the resource adds to quality assurance and transparency and to informational autonomy of the user. So far we have described the main idea of an open ecosystem and the benefit of joining metadata created by different users. As a next step we suggest a federate system of OER reference systems to connect resources and metadata across ROERs. The paper will describe a federate ecosystem for OER using the example of the German educational system, where a variety of ROERs (Muuß-Merholz & Schaumburg, 2014) and reference platforms (Kühnlenz et. al., 2012) have been established over the past years. In order to develop this ecosystem not only metadata standards are necessary, but also open APIs to exchange information. In conclusion, it is essential that all relevant stakeholders agree on one transparent policy that they develop collaboratively. References: Atenas, J., & Havemann, L. (2014). Questions of quality in repositories of open educational resources: a literature review. <i>Research in Learning Technology</i> , 22(0). Conole, G., & Alevizou, P. (2010). A literature review of the use of Web 2.0 tools in Higher Education. A report commissioned by the Higher Education. Milton Keynes, UK: Open University. Kühnlenz, A., Martini, R., Ophoven, B., Bambeby, D., & others. (2012). <i>Der Deutsche Bildungsserver – Internet-Ressourcen für Bildungspraxis</i> . Bildungsverwaltung und Bildungsforschung. <i>Erziehungswissenschaft</i> , 23(44), 23–31. McGreal, R., Kinuthia, W. & Marshall, S., eds. (2013) <i>Open Educational Resources? Innovation, Research and Practice</i> , UNESCO, Commonwealth of Learning and Athabasca University, Athabasca. Muuß-Merholz, J., & Schaumburg, F. (2014). <i>Open Educational Resources (OER) für Schulen in Deutschland 2014</i> . <i>Whitepaper zu Grundlagen, Akteuren und Entwicklungen</i> . Internet & Gesellschaft Collaboratory. UNESCO (2012): Paris OER Declaration. Retrieved February 10, 2014, from: <a href="http://www.unesco.de/oer-faq.html">http://www.unesco.de/oer-faq.html</a>	Open Education across Languages and Cultures

ID	Main Author	Title	Abstract	Theme
739	Patrina Law	Why and how the OU provides free learning	<p>This poster will show how and why the OU provides free learning via its OpenLearn and OpenLearn Works platforms as well as other third party channels and how it continues to innovate to reach potential learners. The OU ensures it provides about 5% of its course materials as free open educational content every year. It does this because informal learning is part of the OU's Royal Charter: "Advancement and dissemination of learning and knowledge ... to promote the general wellbeing of the community" In the beginning the OU shared course materials via its broadcast partnership with the BBC, however in recent years it has broadened the channels and platforms where OU free content is available to allow learners greater flexibility and help them develop new approaches to learning. Badged Open Courses (BOCs) are the new innovation offered via OpenLearn, they differ from MOOCs because they are perpetual, enabling students to return at any time to refresh their knowledge. The BOCs give users a consistent and coherent approach by providing structure to clusters of OER and complement the extensive growing portfolio of OER on OpenLearn. OpenLearn contains over 12,000 study hours of material in 12 subject areas and has received over 34 million visitors since it was launched in 2006. Informal learners can get a taste of what formal study is like by trying the adapted course extracts on OpenLearn, which helps them discover the right subject area for their needs and builds their confidence as they learn. Users mainly discover OpenLearn via the call to action in BBC/OU co-productions and via Google searches. The OU now syndicates free content to other third party platforms such as iTunes U, YouTube, AudioBoom, GooglePlay and Biblio. This means that users have a choice of how to access OU free materials online and can participate in discussions via social media tools offered by the various platforms. OpenLearn Works is the sister platform to OpenLearn and enables users to create, upload and share their own OER materials on an OU hosted platform. The platform is currently undergoing further development to support communities and organisations make the most of OER and discover good open education practices. The developments will improve search functionality and user profiles, support alternative formats and badging and make OpenLearn Works interoperable with other platforms and technologies. Reference: OU Royal Charter <a href="http://www.open.ac.uk/about/documents/about-university-charter.pdf">http://www.open.ac.uk/about/documents/about-university-charter.pdf</a></p>	Open Educational Practice (OEP) and Policy
740	Martin Hawkey	Twitter in open education: Using Google Sheets for the archiving and analysis of course discussion	<p>Open education increasingly removes the constraint of a 'place' both physical and virtual for learners and educators to come together and learn. One of the challenges with distributed education is making learners and teachers situational aware[ref] of those who may be active in the community. Other studies have reported a diversity of tools and services to support open education courses (Fini, 2009 &amp; Author, 2012). One such tool which is regularly used as part of the mainstreaming of open education is the micro-blogging service Twitter. There are a number of features of Twitter which make it a natural fit for establishing both informal and formal communication between student cohorts and between instructors/facilitators and students. As Ross et al.(2011) highlights this user centred approach "allows anyone to become an active participant in the conversation". Whilst Twitter will never have ubiquity within open education it could be argued that it provides a sample of activity useful to signpost to others resources, opinions and other connections. But while connections may persist, the resources and ideas which led to them may prove to be ephemeral. In practice, the methods of archiving these may be chosen by individuals on an ad hoc basis, but could equally be more systematic, and shared. Equally Twitter could be argued to provide insight into negative aspects of a learning experience such as disconnection or discontent. A common challenge faced by people trying to gain actionable insight from Twitter is access to the data. Whilst other services can provide access to historic data from Twitter, Twitter itself only makes data available for analysis for the previous 7 days. The conversation from Twitter is often depicted as linear timeline when in fact there are many threaded and overlapping discussions. In this presentation we expand on a number of techniques for the collection and analysis of data from Twitter and in particular the development and use of the Twitter Archiving Google Sheet (TAGS) and supplemental visualisation tool TAGSExplorer. As part of this we will highlight some of the 120 metadata elements associated with a tweet such as: in reply to IDs; the sender's profile including location, friend/followers counts, biography. We will also highlight the limitations of data collection techniques around hashtag communities, and application of other tools for further analysis and insight. To contextualise this we will highlight how the TAGS tool has been used in a number of open educational contexts. References Fini, A. (2009). The technological dimension of a massive open online course: The case of the CCK08 course tools. The International Review of Research in Open and Distance Learning, 10(5). Author, (2012). Removed Ross, C. Terras, M. C. &amp; Welsh, A (2011) "Enabled Backchannel: Conference Twitter Use by Digital Humanists. Journal of Documentation. Vol. 67 Iss: 2</p>	Open Courses
741	Simon Horrocks	Developing a bilingual OER portal: the case of OpenLearn Cymru	<p>OpenLearn Cymru has been developed to provide access to Open Education Resources that have particular relevance to Wales. The portal has strong links to OpenLearn, but provides content in both Welsh and English. OpenLearn Cymru now offers a platform for The Open University and partners from higher education and others sectors to create and deploy OER that meet the specific linguistic and educational needs of learners in Wales and/or those interested about Wales. This presentation will provide an overview of: the context and rationale for developing a bilingual OER portal for Wales the practicalities of planning and building OpenLearn Cymru as a bilingual site the opportunities for further development of OpenLearn Cymru In this talk, members of the planning and production team for OpenLearn Cymru will reflect on the particular considerations and challenges that came with developing a bilingual site for OER. These included: technical solutions needed to create the portal within the Moodle-based OpenLearn Worksworking with team members including academics and technical developers, many of whom with limited or no Welsh language skills making editorial decisions about what content to include to meet the needs of various learner groups deciding when and how to translate existing content from English into Welsh or when to develop bespoke content in Welsh</p>	Open Education across Languages and Cultures
742	Hannah Pudner	Connecting learners and communities in Wales to Open Education Resources	<p>If we wish to connect people and communities with open education resources (OER), especially those farthest removed from learning, simply creating and putting the OER out into the ether might not be enough. Deliberate and proactive steps need to be taken to make these connections, bringing people and learning opportunities together. Through various widening access initiatives we are using OER content to reach out to non-traditional learners and help them start a learning journey, which for some results in accredited learning and formal qualifications. We use our OER content to enable people to: Gain an insight into higher education study Explore subject areas Test which level of entry is appropriate for them Undertake study skills This interactive workshop will use a mixture of presentation, discussion and practice to look at the three main initiatives in Wales building learner engagement around OER: Pathways to Success helps the learner navigate through our OER offer, providing a structured route appropriate to their level of prior education, in a subject area of interest to them. Open Learn Champions focuses on upskilling knowledge and understanding of OER in the wider community, encouraging the promotion of its use in a variety of settings, including libraries, the workplace and schools. Employer and workforce engagement offers OER as a resource for employers, particularly for employees those with no or lower level skills, partially as CPD for their employees but also as a way of encouraging personal development, leading onto more formal learning.</p>	Learners and Other Communities

ID	Main Author	Title	Abstract	Theme
743	Greg Doyle	Affordances of OER as an important tool to increase access	The internet is changing pedagogical approaches through the availability of information, the ease of communication and the connectedness of online sharing. Teaching philosophies and teacher identities are being challenged amidst the tensions that arise from the dynamic and fluid educational landscape. Amidst these shifting practices there is a growing movement to promote Open Educational Resources (OER), described as learning materials that are freely available for use, remixing and redistribution. While the use of proprietary (copyright) material is accompanied by the need to pay royalties or license fees, OER negates this process. In education, and particularly in higher education, OER is gaining ascendancy. Logic suggests that the potential benefits of OER are likely to be the greatest in resource-poor contexts such as Africa. At the University of Cape Town (UCT), OER is recognized as a tool for sharing knowledge and promoting social justice. An expanding commitment to openness in education has been supported by a global network led by the University of Michigan and African initiatives such as the African Health OER Network. While there are many uncertainties in the future of Higher Education, there is an infinite potential for sharing digital resources from the web platform through the affordances offered by information available in different modalities such as video, images and animations. This shift in pedagogy brings the 'internet' into the classroom; encourages students to find the material that helps them in their learning; the accompanying move from copyright restrictions and peer-reviewed publications towards Creative Commons licensing and institutional publishing, in an Open Content repository, can be enabling and empowering for individuals and institutions. In the Health Sciences Faculty at UCT, this has become evident with several champions of OER leading the way showing the value of creating and using OER. Without doubt the local and global outreach for sharing knowledge is expanding. We aim to showcase our experiences and open a dialogue on the affordances of OER as an important tool to increase access. Over the past 4 years our Faculty has published 80 resources. Three projects are of special significance. A mobile Application on language conversion created by Dr Saadiq Moolia and his actuarial student brother Ashraf Moolia, is becoming increasingly popular among Health Science students, health professionals and patients. Launched in early 2014, this Mobieltranslate App has already had over 10,000 screen views with over 100 active viewers in a month. Prof Johan Fagan's two textbooks The Open Access Atlas of Otolaryngology, Head & Neck Operative Surgery and the The Open Access Guide to Audiology and Hearing Aids for Otolaryngologists have been downloaded more than 100,000 times. He has collaboratively worked with other international experts who have voluntarily contributed to the growing PDF resources that are easily downloadable. Dr Juan Klepper's YouTube teaching channel has had close to 200,000 views. He received the international Open CourseWare Consortium 2014 Award for the category Individual Educator for his work in open education.	Open Education in Colleges and Schools
744	Leigh-Anne Perryma	Open educational practices and attitudes to openness across India: reporting the findings of the OER Research Hub pan-India survey.	India appears to show a huge appetite for openness. In 2008 the Indian Government's National Knowledge Commission (NKC) called for a 'national e-content and curriculum initiative' to stimulate the creation, adaptation and utilization of OER by Indian institutions and the leveraging of OER produced outside India. Since then India has gained its own national OER repository – the National Repository of Open Educational Resources (NROER) ( <a href="http://nroer.gov.in/home/">http://nroer.gov.in/home/</a> ), launched in 2013, extending the existing provision of OER offered by repositories such as the Indira Ghandi National Open University (IGNOU)-hosted e-GyanKosh ( <a href="http://www.egyankosh.ac.in/">http://www.egyankosh.ac.in/</a> ). Beyond the creation and delivery of content, open educational practices have been promoted by the ever-growing Wikimedia India Chapter and by Creative Commons India, not to mention numerous OER projects seeking to exploit the potential of OER in the interests of educational inclusion and social justice. Tracking the development of OER in India, Das (2011, p. 14) concludes that 'Indian OER initiatives serve diverse learning communities and bridge knowledge gaps between privileged and under-privileged communities'. Since 2013 the OER Research Hub ( <a href="http://www.oerresearchhub.org">www.oerresearchhub.org</a> ) has been conducting collaborative research with the UK Open University-led India-based TESS-India project ( <a href="http://tess-india.edu.in/">http://tess-india.edu.in/</a> ), which is developing OER for use in India's teacher education system. In 2014 this research was broadened to include a pan-India survey of OER use and attitudes to OER and openness. The biggest of its kind ever to have been conducted in India, the survey employs many of the questions developed by the OER Research Hub for use in its OER impact research around the world ( <a href="http://oerresearchhub.org/collaborative-research/instruments/">http://oerresearchhub.org/collaborative-research/instruments/</a> ), plus further questions designed to be appropriate to Indian educators and learners. Availability in English and Hindi language versions has increased the survey's reach, as has its being available both online and in hard copy format, thereby avoiding the perpetuation of the digital divide that can occur when online-only surveys are conducted in the developing world. The survey respondents include educators in the K12, college and higher education sectors, in addition to teacher-educators, education managers, NGOs, academics, activists and policy-makers. Topics covered by the survey include understanding of open licensing, attitudes to sharing and actual sharing practices, open resource creation and adaptation, disciplinary differences in the creation and use of OER, selection indicators used when choosing OER, perceptions of the impact of OER on India's formal and informal learners, cost-savings enjoyed through OER use, and barriers to OER use and re-use experienced by educators and learners. The pan-India survey report will be launched at OER15 and this paper will share the main survey findings, building an overall picture of attitudes to openness and the use of OER in diverse education sectors across India. These findings will then be compared with data collected by the OER Research Hub elsewhere in the world. The paper concludes by providing recommendations to existing and future OER projects operating in India, arguing that the distinct social, economic and cultural factors impacting on India's education system demand a unique approach to developing, using and promoting OER for use in the Indian sub-continent.	Open Education across Languages and Cultures
745	Brian Lamb	The spaces of open educational experience	Recent years have seen significant progress made in the creation and sharing of Open Educational Resources. It remains a struggle to foster open online educational experiences, particularly in resource-constrained environments. Choosing and supporting tools, convincing peers and partners to take risks – these are all as difficult to do now as ever. At times, the current discourse around learning environments seems to have hardened between the provision of centrally-managed and rigidly controlled systems, and the wide-open "personal cyberinfrastructure" approach. The intent of this session is to foster a discussion to address these tensions. From the lens of a smallish open online university in Canada, a few ongoing developments will be surveyed, such as the Reclaim/Domain of One's Own movement, Connected Courses, and the course framework for the OERu network. It will also propose and hopefully demonstrate an approach to simple, discrete, task-oriented open tools intended to provide an inviting on-ramp to open practice, to minimize support needs, and to work around concerns of student privacy and data collection. It is hoped that discussing these developments might lead to a set of principles, suggestions and warnings to guide the future development of convivial, publicly-engaged and learning-centred online spaces.	Open Educational Practice (OEP) and Policy



ID	Main Author	Title	Abstract	Theme
746	Laia Canals	Building startup Europe, one MOOC at a time. MOOCs and OERs for web talent: efficacy, acknowledgement and fit-for-purpose	The EC has highlighted the potential of web and mobile startups to boost economic growth and well-being in Europe. Yet this potential is threatened by a predicted shortage of over a million skilled workers. The MOOCs for web talent network was initiated by the EC's Startup Europe initiative to address this challenge. During 2014, the network has run webinars, conducted desk research and a survey of employers, employees and MOOC providers, connected a workshop at EC TEL 2014, and a stakeholder meeting adjacent to Slush in Helsinki. The aim of this hybrid open event is to share the findings of our work and open up the network to a wider community. Web and mobile technology is developing at an accelerating pace. To keep up with these changes, workers and potential workers from the ed tech ecosystem need to constantly update their skills. MOOCs offer a valuable mechanism for addressing this challenge. MOOCs are an important means to address the shortage in web talent - but as part of an ecosystem which includes free and paid courses, self-paced learning resources, learning communities (e.g. open source communities), and formal education providers. In order to create sustainable and effective MOOCs for web talent, which address the real needs of web and mobile entrepreneurs, industry, educational providers and MOOC platforms need to collaborate in dynamic and agile partnerships. Web entrepreneurs and their current and potential employees need hands-on learning experiences, grounded in real-life problems - not abstract, passive learning experiences. In order to provide such experiences, providers need to work closely with eLearning pedagogy experts and industry partners. However, MOOCs using professional software development environments to provide hands-on experience to participants have encountered various challenges mainly owing to the varied levels of digital literacy among participants. Employers (and potential employees) need mechanisms for validating the quality of MOOCs and other learning opportunities, and verifying the knowledge of participants. This could be provided by formal credit systems (e.g. ECTS), but also by portfolios and community credits (e.g. stackoverflow badges). We will set up an online discussion space prior to the conference, where we will share the outputs from the networks' activities so far. We will facilitate and curate an online discussion around the emerging themes. At the OER15, we will conduct a live panel which would draw on and summarise the online discussion. This panel will be attended in person by several contributors and virtually by others, and will also be webcast for remote participants and recorded for use as an OER. References (2014). First Interim Report. Report on Web Skills Survey for the project Fostering Web Talent in Europe by encouraging the use of MOOCs focused on web skills. Milligan, C., & Littlejohn, A. (2014). Supporting professional learning in a massive open online course. The International Review of Research in Open and Distance Learning, 15(5).	Open Educational Practice (OEP) and Policy
747	kathryn aucher	Opening OER to more students through computer supported peer tutoring	In this session we report on the design of PyTutor, an Open Education Resource (OER) for studying computer science (CS) online. PyTutor, a web-based learning platform, is open across several dimensions: its code is released under a Free Software license and hosted publicly on GitHub; CS tasks and solutions, as in a wiki, can be modified by all users, and are released with a Creative Commons license; and, when the site opens to the public, it will be free of charge. Further, PyTutor is a design experiment in ways peer tutoring fosters open learning. The computational thinking movement makes strong arguments for teaching computer science to wider audiences grown in importance in recent years (Grover & Pea, 2013), and CS has been a robust area for MOOCs and other OER. Yet, informal online learning, and MOOCs specifically, have been justly criticized for their poor record of supporting struggling students and attracting non-traditional students. This problem is confounded in CS, where traditional classes face similar concerns. We believe that well designed support for peer tutoring can address this problem. PyTutor incorporates social media functionality to engage students and create a community of peer-learners. Artificial intelligence (AI) "tutoring" has shown success in teaching CS novices. Typically, learners work through programming challenges. Errors are remediated using "intelligent" or "cognitive" tutoring algorithms (Anderson & Reiser, 1985; Desmarais & Baker, 2012), offering just-in-time learning. PyTutor's support comes from peer tutoring rather than AI. PyTutor's users connect through a Facebook-like social network. When facing a difficult problem, users can send a help request to their social network, or post a site-wide request for help. A friend then contacts them through in-site tools (e.g. chat) or 3rd party means (e.g. Skype). Peer tutoring has benefits for tutors and learners (Crouch & Mazur, 2001) and may offer scalable, sustainable alternatives to AI-based tutoring for OER. PyTutor engages a wide pool of users in designing the learning experiences. The processes of collaborative content development and peer learning make PyTutor a supportive and adaptable tool for variety of already existing resources, including traditional courses, MOOCs, and other online programs of study. In this way, PyTutor acts as a valuable crossroad for sharing learning experiences, external texts, and varied interpretations in a contextualized network. References Anderson, J. R., & Reiser, B. J. (1985). The LISP tutor: it approaches the effectiveness of a human tutor. BYTE, 10(4), 159-175. Desmarais, M. C., & Baker, R. (2012). A review of recent advances in learner and skill modeling in intelligent learning environments. User Modeling and User-Adapted Interaction, 22(1-2), 9-38. Grover, S., & Pea, R. (2013). Computational Thinking in K-12 A Review of the State of the Field. Educational Researcher, 42(1), 38-43. doi:10.3102/0013189X12463051 Crouch, C. H., & Mazur, E. (2001). Peer instruction: Ten years of experience and results. American Journal of Physics, 69 (9), 970-977. Topping, K. J. (1996). The Effectiveness of Peer Tutoring in Further and Higher Education: A Typology and Review of the Literature. Higher Education, 32(3), 321-345.	Learners and Other Communities
748	Li Yuan	Building partnership for international education through open courses	International education has gained public attention as one result of the rapid development of MOOCs which promise to expand universities' market reach and promote the globalisation of their higher education agenda. In response to this new development, higher education institutions need to assess, prepare and adapt their global engagement strategies to the new opportunities presented by MOOCs and other forms of open online learning. The challenges are how open courses and MOOCs can be used effectively to help UK universities to develop their brand internationally and to expand their international market strategically. In this light talk, we will look at the Web Science MOOC created by the university of Southampton which has been integrated into a computer science course by Beijing Normal University. 87 first year undergraduate students who are studying an introduction to computer science have registered on the Web Science MOOC on Futurelearn. In addition to attending lessons offered by their own university, they also watch videos online and discuss the learning material with their peers and the local tutors face to face during the MOOC study. Online seminars are delivered by academics from University of Southampton. Online facilitations and assessment are provided by the local tutor on Wolearn, a China based open learning platform, during the MOOC study. Some findings from a survey of students, educators and project leaders involved in this course will be presented. This case study shoes how MOOCs may offer a low-cost, flexible alternative for global students, who choose to study in universities in their home countries in order to gain an international education or experience online. These students could begin with some MOOCs that can be integrated into their own university curriculum to gain credits through a blended learning approach. Potentially these courses can help UK universities to market their higher degree programmes and recruit new students who are better prepared to study on-campus in the UK or through fully online degrees without leaving their own countries. This experiment helps UK universities to rethink how MOOCs and open courses be used to help institutions explore new paths and models for affordable, flexible and effective international education through online or blended provisions and how to better market their courses to potential students through partnerships with Chinese universities.	Open Education across Languages and Cultures

ID	Main Author	Title	Abstract	Theme
749	Paul Bacsich	Policy development to support OER in Wales	The POERUP project "Policies for OER Uptake", running from late 2011 to mid 2014, had a substantial focus on policy development – covering six countries in 2014: five in the EU including the UK, and also Canada. For the UK, three papers were developed: for Wales, Scotland and England. Each home nation posed particular challenges: in Wales there was emerging policy; in Scotland there was an informal policy grouping but no actual policy and little project activity; yet in England there was or had been much project activity and several policy-relevant reports but no actual policies. This paper, covering OER (and related) policy options for HE, FE and schools in Wales, aims to demonstrate the methodology used and the policy conclusions it leads to, viewed from some months after the end of the POERUP project. Wales was in many ways the most interesting and challenging of the home nations considered because of the existence of overarching policies on online learning yet with the emergence of national OER or MOOC-specific policies while the POERUP team were writing policies. Wales is also around the size of many of the smaller member states of the EU, making it of great interest to both the "small states" and "less used languages" agendas in the EU. Our approach was to use the EU multi-sector (HE, FE and schools) policy framework developed by POERUP (see <a href="http://poerup.referata.com/wiki/Policies">http://poerup.referata.com/wiki/Policies</a> ) as a "template", but viewed through the lens of the ongoing national approach. We based our recommendations on existing Wales national policy documents and reports – in particular HEFCW (2008, 2011) and ODLWG (2014), yet extending their scope and depth, with the aim of proposing POERUP policy framework-compatible "extensions" as possible next steps for national policy. Particular thanks are due to JISC RSC Wales, members of the HEW OER group and the University of South Wales. Selected references HEFCW (2008). Enhancing Learning and Teaching through Technology: a Strategy for Higher Education in Wales. HEFCW, April 2008. HEFCW (2011). Enhancing Learning and Teaching through Technology: refreshing the strategy. HEFCW, September 2011. Online Digital Learning Working Group (2014). Open & online: Wales, higher education and emerging modes of learning. March 2014.	Open Educational Practice (OEP) and Policy
750	Jan Neumann	Introduction to the OER World Map Project	Since several years there has been a discussion about "OER mapping" within the open education community. As an early milestone Susan D'Antoni presented her vision of an OER World Map at the 2012 UNESCO OER World Congress in Paris. 2013 The William and Flora Hewlett Foundation decided to fund an OER World Map project existing of two phases. After three prototypes were developed in phase I by the Institute of Knowledge Management in Education (ISKME), the Brazilian Mira project and the North Rhine-Westphalian Library Service Centre (hbz) at the beginning of 2014, Hewlett Foundation announced just recently that a team made out of members of hbz, graphthinking and the Open University UK will be funded to develop the production system in 2015. By adding a data-centric perspective the hbz proposal extended the original idea and shifted the focus of the project from the front- to the backend of the system. In doing so it unleashed the full potential included in the original idea since it became obvious that the data underlying the world map could be used to build many other services which suit the faster development of the OER community as well as a better dissemination of its contents. Besides the visualization in form of an geographic map the project aims at developing several other applications such as a search module for OER actors, profile pages for persons, institutions, projects and services, a statistics module as well as a calendar and a timeline. Going even further, an open API will be developed, so that the data can be easily reused by others and become the foundation of a rich and flourishing ecosystem of applications. A special challenge will be to install sustainable editing processes, which guarantee the actuality of the data at all times as well as its quality. In order to do so the World Map project will use a hybrid process, which allows every member of the OER community to input data while at the same time reuses data collected by projects and institutions like the POERUP project, UNESCO's WSIS Knowledge Community, the Open Education Consortium and many others ("OER data curation projects"). To achieve fast growth, an "OER-World-Map-Edit-A-Ton" will be started to engage the OER community in collecting data as complete as possible. In order to do so a network of national champions will be developed which take care of the data collection in their countries. As an introduction to the workshop the main features of the planned system as well as an initial version of it will be presented. The workshop aims at discussing critical question (What kind of data should be included? Should the scope of the project be limited to OER or should it include other open approaches like OA as well? What applications should be developed? How can the participation by the community be achieved?) as well as at collecting use cases which can be used to develop the system according to the needs of the OER community.	Learners and Other Communities
751	Alek Tarkowski	Landscape of OER Projects and Policies for primary and secondary education in Europe	The launch of the "Opening Up Education" initiative of the European Commission in 2013 has been commonly seen as a milestone for the development of the Open Educational Resources (OER) movement in Europe. The initiative includes OERs as one of the four key "areas" of policy intervention. At the same time, the document has been criticised for "hinned down" standards and definitions of OER. Nevertheless, and even taking into account Commissions' lack of influence over domestic educational systems of member states, this is an important development. At the same time, a range of OER projects and policy initiatives has been developing over the last several years in a range of states both within the European Union and just beyond its borders. The goal of the presentation is to present this varied landscape of initiatives, together with a framework for mapping these developments. It is based on a review of European initiatives that went beyond OER-focused projects to include a range of digital repositories and textbook initiatives, targeted at primary and secondary education. Furthermore, national textbook production and financing models have been analysed as an important point of reference - since textbooks have been for decades the dominating form of educational resources used. The review has been based on a literature review, online desk research, interviews and questionnaire distributed among national experts. I will argue in the presentation that while we still lack significant policies in support of OER in Europe, a range of projects has been developing such resources and making them available at a scale that can have significant impact on respective educational systems. In my talk I will present following types of projects: content repositories (such as Belgian KlasCement or Norwegian NDLA); open digital textbooks (such as Polish e-podreczniki project or French Sesamath and Le Livre Scolaire publishers) and Coalitions building support for OERs (such as Polish KOED or Slovenian Opening Up Slovenia). I will argue that these different types of projects should be treated, optimally, as parts of a complex ecosystem that supports OER development in member states. The development of such an ecosystem should be the goal of policy work both in member states and at the European level.	Open Educational Practice (OEP) and Policy
752	Catherine Cronin	Navigating the boundary between formal and informal learning in higher education	This lightning talk will report on ongoing research in the area of open networked learning in higher education. The core question of the research project is: How can academic staff in higher education support students in bridging the divide between informal and formal learning? For our students, to be in higher education is to learn in two worlds: the open world of informal learning and the predominantly closed learning spaces of the institution. As networked individuals, students navigate multiple online spaces and identities. Open, networked practices enable them to form social connections, but also to engage in community, civic, and political activity, and to connect, create, and share in interest-driven networks -- i.e. to engage in connected learning (Ito, et al, 2013). Yet discussions between students and staff about students' informal learning practices, networks, and tools (e.g. use of Google, Wikipedia, YouTube, Facebook, and more) rarely take place (White, et al, 2014). In general, students experience a dissonance between their experiences of formal, institutional learning and their broader experiences of open online culture and networked learning. This short talk will report on preliminary findings of this project as well as plans for the next stage of research. References: Ito, M., Gutiérrez, K., Livingstone, S., Penuel, B., Rhodes, J., Salen, K., Schor, J., Sefton-Green, J. & Watkins, S.C. (2013). Connected learning: an agenda for research and design. Digital Media and Learning Research Hub, Irvine, CA, USA. White, D., Connaway, L.S., Lanclos, D., Hood, E.M., & Vass, C. (2014). Evaluating digital services: A digital visitors and residents approach. JISC InfoNet.	Learners and Other Communities

ID	Main Author	Title	Abstract	Theme
753	Paul Bacsich	Mapping OER via semantic wikis	This presentation describes the approach taken by an externally-funded series of analytic projects in OER to "solve" the requirement, first posed by UNESCO in 2012 (D'Antoni 2013), but later taken up by the Hewlett Foundation (2013), of geographic mapping of OER initiatives, policies and other related entities. There are of course several such "solutions", all with their strengths and weaknesses. The presentation will consider the decisions taken on technology, databases, mapping and user interface, looking both at the distribution and the collection aspects. For the means of both widespread distribution and collection the particular solution eventually decided on, after several trials of other technologies (which will be summarised) was the use of semantic wikis, specifically Semantic MediaWiki, with the Semantic Maps extensions. This toolkit has the advantage of being both widely available (either via service providers or as an institution-installable software suite) and very similar in approach to Wikipedia and WikiEducator, thus familiar to a large community of educators. In our view, this makes it a wise choice for OER map projects. For the curation aspects, requiring painstaking editing of metadata, it became clear that the use of spreadsheet software (be it Excel or open source) offered the best trade-offs, having an easy learning curve for many educational users yet being powerful enough to use to curate and then load even a "large" database of OER initiatives. (In the world of OER initiatives, 1000 is a large database; in the wider world of open access, 5000 is a large database. Both numbers are in fact quite modest in terms of modern spreadsheets and databases.) Selection of relevant fields for the database was a key aspect, requiring many tactical decisions. For example, it is relatively easy to agree on a standard list of countries, but when it comes to regions and subregions there is much less stability, a fact which North Americans find challenging, used as they are to years of stability in state/province boundaries and even county boundaries. Languages, educational levels, and subject taxonomies all require careful handling if (as we required) the curation is expected to be done by the generality of the educational OER community rather than a cadre of information scientists. On the rendering of maps there are many issues to consider, including pin clustering (an institution may have several OER initiatives with effectively the same geolocation) and the issue of "How far can pins take you: what else is needed?" Linked Open Data is increasingly important and the decisions there will also be reviewed. The presentation will conclude with an overview of the main OER mapping solutions extant in early 2015. Selected references (recent ones removed) D'Antoni, S. (2013). A world map of Open Educational Resources initiatives: Can the global OER community design and build it together? Summary report of an international conversation: 12–30 November 2012. Available at <a href="https://oerknowledgecloud.org/?q=content/world-map-open-educational-resources-initiatives-can-global-oer-community-design-and-build-i-hewlett-foundation">https://oerknowledgecloud.org/?q=content/world-map-open-educational-resources-initiatives-can-global-oer-community-design-and-build-i-hewlett-foundation</a> (2013). Launching the development of an OER World Map: Phase 1. RFP released 15 November 2013. Available at <a href="https://docs.google.com/file/d/0B5FQbmPL4C6T21U09CRXdYnM/edit">https://docs.google.com/file/d/0B5FQbmPL4C6T21U09CRXdYnM/edit</a>	Open Education across Languages and Cultures
754	Terese Bird	At the Intersection of Open Practice and Inter-University Collaboration: eMundus Project	The eMundus Project funded by the European Commission promotes ways "to help establish long-term international partnership, aiming for an open international setting where universities cooperate based on their capacity not only to attract international students but to meaningfully cooperate and share experiences with counterpart universities." (eMundusProject, 2014) eMundus can be understood as studying, promoting, and enabling collaborations between universities, enabled by open practice – or promoting initiatives at the intersection of open practice and inter-university collaboration. eMundus endeavours to do this by mapping out patterns of open practice collaboration between universities via an online atlas, providing written reports of open practice collaborations by country and region in WikiEducator, sharing examples of good practice and help for interested institutions and individuals, and by enlisting community partners to assist with highlighting best practice and to bring collaboration success stories to their institutions. So far, for example, the project has identified 160 open practice institutionally-collaborative initiatives from 55 countries, in 48 languages including Chamorro, Euskera, Galician, Gallego, and Setswana. This 'mini workshop' gives participants the chance to explore the atlas, wiki, and Exploratorium (outputs so far from the project), and to collaboratively recommend will help to answer the questions: 1) How can universities be encouraged to collaborate around open practice in a political and economic context of institutional competition? 2) What benefits of open practice and collaboration can be celebrated and highlighted to encourage this? 3) What success stories do you know which can be highlighted by eMundus? Nascimbeni identified three gaps which must be traversed in order to establish open practice institutional collaboration: the understanding gap, the sharing gap, and the mainstreaming gap (Nascimbeni, 2014). As OER15 focuses on Mainstreaming Open Education, eMundus offers insight into patterns of policy and practice to help educators move over the 'gaps' toward mainstreaming both open practice and collaboration. eMundusProject (2014) "Welcome to eMundus." eMundus Project Website, [online] Available from: <a href="http://www.emundus-project.eu/">http://www.emundus-project.eu/</a> (Accessed 24 November 2014). Nascimbeni, F. (2014) "The increased complexity of Higher Education collaboration in times of Open Education," <i>Campus virtuales</i> , 3 (1), pp. 102–108.	Open Education across Languages and Cultures
755	Valerie Irvine	Instructor lens on opening access via multi-access	Instructor Lens on Opening Access via Multi-Access Learning Multi-access learning (Irvine, 2009; Irvine, 2010; Irvine, Code, & Richards, 2013) is the expansion of mainstream brick-and-mortar campus face-to-face courses into online modalities without creating a separate stream of online offerings. As instructors increasingly move from face-to-face to online modalities, in whole or in part, choices are made about whether that online space is closed or open. In this paper, the instructors of closed versions of multi-access courses will be interviewed regarding their course experiences and their perceptions about closed and open online pedagogy. As open culture begins to pervade post-secondary campuses, there is a growing need to understand the practices and processes successful instructors enact in these open environments to facilitate community, deal with issues of control and power, and to implement successful strategies for learning design in open modalities. In addition, in order to mainstream open education, the inhibiting factors preventing instructors from traversing out of closed practices need to be identified and overcome. Previous studies have referenced the challenges for instructors in teaching face-to-face and remote participants simultaneously while considering community building. Various strategies have been offered to address these challenges including: the use of teaching assistants to help the instructor engage with students (White, Ramirez, Smith & Plonowski, 2010); the establishment of cultural guides and in class students assigned to host a distance learner (Stewart, Harlow, & DeBacco, 2011); and the use of Technical Navigators to assist with remote students (Cain, Sawaya, & Bell, 2013). Furthermore, the flexibility offered to learners through multi-access environments in terms of being in class or not can be perceived as a loss to the instructor in terms of control over the remote students' learning environment. The move to open in these environments can be viewed as an even further extension of loss of control. Instructors' perceptions of these losses of control should be thoroughly understood as instructors still have the choice whether to implement open in their multi-access or online classes. References Cain, W., Sawaya, S., & Bell, J. (2013). Innovating the Hybrid Small Group Model in a Synchmodal Learning Environment. In <i>World Conference on Educational Multimedia, Hypermedia and Telecommunications</i> (Vol. 2013, No. 1, pp. 1333-1339). Irvine, V. (2009, June). The Emergence of Choice in "Multi-Access" Learning Environments: Transferring Locus of Control of Course Access to the Learner. In <i>World Conference on Educational Multimedia, Hypermedia and Telecommunications</i> (Vol. 2009, No. 1, pp. 746-752). Irvine, V. (2010). Exploring Learner Needs for Collaboration and Access. In <i>Proceedings of World Conference on Educational Multimedia, Hypermedia and Telecommunications 2010</i> (pp. 1093-1097). Chesapeake, VA: AACE. Irvine, V., Code, J., & Richards, L. (2013). Realigning higher education for the 21st-Century Learner through Multi-Access Learning. <i>MERLOT Journal of Online Learning and Teaching</i> , 9(2). Stewart, A. R., Harlow, D. B., & DeBacco, K. (2011). Students' experience of synchronous learning in distributed environments. <i>Distance Education</i> , 32(3), 357-381. White, C. P., Ramirez, R., Smith, J. G., & Plonowski, L. (2010). Simultaneous delivery of a face-to-face course to on-campus and remote off-campus students. <i>TechTrends</i> , 54(4), 34-40.	Open Educational Practice (OEP) and Policy

ID	Main Author	Title	Abstract	Theme
756	Terese Bird	Reaching the World Without Costing the Earth: FutureLearn MOOCs	In 2013, FutureLearn launched and University A joined as a partner. In late 2013 and early 2014, University A launched its first two MOOCs: <MOOC A> and <MOOC B>. These MOOCs were extensively evaluated and discovered to have a very high student completion rate (approximately 25% of all registrants completed study, compared to average MOOC completion rates often at 5% to 10%), relatively low production and running costs, and some simple and clever innovations in creating learning material and engaging discussion. Moreover, there are early indications that MOOC students are deciding to apply for places on regular degree courses, despite the fact that the learner demographic was weighted more heavily toward the 56-65 age bracket (Author A et al., 2014). Lessons learnt from the first two MOOCs and evaluation are being applied in new MOOCs launching in 2015, especially in the hope of enlisting the MOOCs to benefit the university's core teaching and to encourage widening participation. It has also been found that academics participating in MOOC design have been inspired to try new pedagogical approaches in their own current 'traditional' course teaching. In addition, workshops on course design sharing the principles implemented in the MOOC courses and making use of the MOOC learner analytics, have been run at the university, thereby beginning the mainstreaming of open education at the university. This lightning talk will highlight some of these 'MOOC good practices' to inspire practitioners of both open and traditional courses, and both blended and online teaching, and will explore down what path MOOCs are leading UK universities, and with what benefits and cautions. Author A, Author B, and Author C. (2014) Massive Open Online Courses (MOOCs): Evaluation Report, University A.	Open Educational Practice (OEP) and Policy
757	Robin Wright	Licensing for open education in Australia	Universities in Australia have rapidly incorporated different forms of Open Educational Practice (OEP) into their activities. Of 39 universities, 20 are currently offering some form of 'open' online content or programs. However, only 5 of these are made available under an open access licence which would meet the definition of Open Educational Resources (OER) referred to in the UNESCO Paris Declaration.[1] Swinburne University of Technology in Melbourne (Swinburne) and the University of Tasmania (UTas) are currently undertaking a joint research project, funded by the Australian Government Office for Learning and Teaching, to investigate: Open Education Licensing: Effective open licensing policy and practice for universities in Australia. The project is surveying existing and future plans for OEP in Australian universities and investigating what practical licensing tools and information are needed to guarantee the delivery of effective, high quality open online educational material to a worldwide audience. This paper will discuss the initial findings from the OEL research project's survey of Australian universities and explore the reasons behind an apparent reluctance in some cases for universities to embrace the widest possible 'open' dissemination of educational content. In particular it will investigate the complex interaction between the commercial academic publishing industry, the statutory educational licences in the Australian Copyright Act 1968, university intellectual property policies, software/platform vendors and OER in the Australian context. It suggests that universities in Australia, operating in an increasingly deregulated market are adopting a range of different individual approaches to the delivery of 'open' content as part of their online services not all of which comply with accepted definitions. This may be influenced by existing business and legal structures underlying the market for academic intellectual property as well as the individual university's level of policy commitment to open access to knowledge. The approaches taken appear to operate on a continuum of 'openness' that includes not only different types of open copyright licences, but also technical openness and approaches to accessibility. Australian universities are embracing OER in a context of global market expansion for the education sector, particularly in the English speaking market in the Asia/Pacific region. However, the development of new business models requires academic and general staff to have a clear understand the impact of open licensing decisions on their specific market for academic intellectual property. The OEL project is developing an OEL Toolkit for Australian academic and general staff to provide plain language information to help universities link business planning with decisions about where their open course offerings fall within a 'continuum of openness' and how this can influence their licensing decisions. OEP is part of a complex business model for universities incorporating both commercial and non-commercial online content. As Australian universities explore their options, a more comprehensive understanding of the impact of open licensing decisions on overall business planning may assist with the greater adoption of OEP as a key component in Australia's expansion in the global online education market. [1] Paris OER Declaration, UNESCO (2012 June 20-22)	Open Educational Practice (OEP) and Policy
759	Mark Power	Opening up in the FE and Skills Sector	Introduction This lightning talk will present to delegates the recent OER initiatives by Jisc in the FE and Skills sector. It will provide an overview of the Jisc FE Skills Window Project, which is developing a number of tools that aim to create more flexible and simple routes to open content relevant to FE practitioners. The Window will also act as a showcase for the OERs created by the Jisc funded, Interactive Learning Resources for Skills projects. These are 22 projects developing and sharing OERs across a number of Further Education vocational subject areas. The talk will highlight how these initiatives, working together, help raise awareness and understanding of the benefits of open content in the FE and Skills sector, as well as improving discoverability and sharing for teaching practitioners. Method The FE Skills Window Project was initiated based on a perceived use-case that the FE and Skills sector wanted a central place to access resources to relevant subject areas and levels. This approach was informed by the success of the Hairdressing Training resource, a [Jisc] FE specific service, consisting entirely of OERs mapped to the FE curriculum. A number of research activities built on this use-case, with workshops, user surveys and targeted market research undertaken. Collectively, these formed the development of user stories to inform the design and development of the project. The Interactive Learning Resources for Skills initiative was based on direct engagement from Jisc with employment skills and learning providers, shining a light on a sector that is heavily targeted by commercial publishers and content developers, staff for whom time is an ever-dwindling commodity, and a community of practitioners in which the sharing of free and open material has yet to gain a real foothold. These Jisc initiatives not only provided funding for small and tightly focused OER creation, but also supported, encouraged and nurtured a community in their awareness and knowledge of approaches and issues when it comes to the development of OERs, best practices, sharing and promotion and showcasing Open in the FE & Skills sector. Results This talk will present the stories of the projects, the resulting outputs, and the development of the FE Skills Window as a showcase of resources for further education. Discussion We would encourage discussion around ongoing requirements of FE and Skills practitioners, and highlight issues that need further work and attention to promote, maintain and nurture the sector's knowledge and understanding of the benefits of the creation and sharing of Open Educational Resources.	Open Education in Colleges and Schools

ID	Main Author	Title	Abstract	Theme
761	Pete Collins	Exploring the Feasibility of Awarding Open Badges to Jorum Users.	<p>Introduction This session will explain the rationale to the award of an Open Badge for either the depositing and/or the reuse of Open Educational Resources (OERs) in Jorum. A pilot project is being conducted that integrates with the current Jisc FE and Skills Window project<sup>1</sup>, an area identified as requiring OER growth in Jorum. Method Preliminary research investigated the different mechanisms that served as triggers for the award of an Open badge and how this badge is delivered. It was discovered that we had three approaches that we could take: Use a 3rd party issuing system; Use a specially designed plugin; or roll our own solution. The use of a 3rd party issuer was discounted because that would not leave us in control of the metadata that is attached to the badge. We wanted the metadata to say that the badge had been issued by Jorum. The next area looked at was projects that had been successfully set up and were delivering Open Badges, such as ocTel (Open Course in Technology Enhanced Learning)<sup>2</sup> and Borders College Scotland<sup>3</sup>. Results Whilst these projects were allocating badges and were very well documented, we discovered that we could not use the same methods. ocTEL used a Wordpress plugin called BadgeOS<sup>4</sup> and the Borders College project used a plugin for Moodle<sup>3</sup>, and the awarding of badges was triggered by users interacting in a pre-defined way with Wordpress or Moodle. However, Jorum uses a repository system called Dspace, and as yet no Open Badge plugin solution exists for Dspace. This left the final option: roll our own solution. Fortunately, Mozilla offer Badgekit<sup>5</sup>, a configurable system for creating and issuing badges. Although Badgekit is in private beta for a restricted number of organisations, Mozilla have made the code open source and available for anyone to take and use to setup their own instance of Badgekit. This code allowed us to configure the design of the badges and adding the required metadata, and how the badges are issued when a certain event happens. Discussion The decision was taken to involve a number of participant institutions in a focus group to gather suggestions and requirements, and then use this input to prioritise what we will deliver with the Open Badges. The intention is to encourage the increased reuse of OERs and we will explore the success of the badges by monitoring whether the depositing and reuse of resources has increased because users want to earn the badges. In parallel with the focus groups we will solicit wider feedback from our users, through the Jorum Annual Survey, to contribute to the evaluation of the project. The impact and success of the pilot project will be analysed to examine the feasibility of extending a system of Open Badges to the HE sector. References <sup>1</sup> Jisc FE Skills and Window Project. (<a href="http://feskillswindow.jiscinvolve.org/wp/">http://feskillswindow.jiscinvolve.org/wp/</a>) <sup>2</sup> ocTEI2014: Open badges. <a href="http://www.slideshare.net/mhawksey/octel-and-open-badges">http://www.slideshare.net/mhawksey/octel-and-open-badges</a> <sup>3</sup> Open Badge Adventure at Borders College. <a href="http://www.rsc-scotland.org/?p=2454">http://www.rsc-scotland.org/?p=2454</a> <sup>4</sup> BadgeOS. <a href="http://badgeos.org/">http://badgeos.org/</a> <sup>5</sup> Mozilla Badge Kit. Badges Made Simple. <a href="http://badgekit.openbadges.org/">http://badgekit.openbadges.org/</a></p>	Open Educational Practice (OEP) and Policy
764	Vivien Rolfe	The Sustained Reach and Impact of Open Educational Resources	<p>From 2009 to 2012, XXX University participated in the UK Open Educational Resource (OER) programme releasing bioscience materials, with the XXX, the XXX and generic materials released in XXX (XXX 2014). XXX OER were released on a static HTML website, whilst for phases 2 and 3, the premise was to use search engine optimisation (SEO) techniques to enhance discovery by the liberal distribution of OER on the web, with hyperlinks back to project WordPress blogs to drive web traffic (XXX 2011). The goals of these projects were to maximise the 'reach and impact' of materials (XXX 2010). Additional strategies were adopted to enhance impact by releasing OER in multiple file formats to enhance accessibility and interoperability. Other OER were produced in collaboration with employers to provide quality, practice-based science materials. All OER were recorded in a database with over 500 OER released in total, defined as 'bite sized' chunks of learning (Video, Narrated Flash Animation, Screencasts), although this figure do not including photographs, quiz questions and raw asset files that were also released. All content was licensed under CC-BY-SA. The aim of the present research is to review the 'reach and impact' of these science OER, and make recommendations to the community regarding the lessons learned. The methods will include an analysis of data from Google Analytics, social media sites (YouTube, Flickr, Posterous, Picassa) and OER repositories (Jorum, Merlot, OER Commons). A multivariate analysis of variance will give light to the effectiveness of the various strategies. Qualitative insights will be gained from analysing survey data gathered routinely on the sites, via email and from end-of-project reports. Salient points will be captured using Weft QDA text analysis software and clustered into themes. These will be mapped to the eleven impact hypotheses recently suggested (OER Research Hub, 2014). This paper will report on the 'reach and impact' of three science-based OER projects, and define how sustainability is contextualised beyond the duration of funding and initial bursts of project activity. The impact of using SEO techniques to enhance discoverability will be discussed in light of present day thinking. Insights into the adoption patterns of different media formats, subjects and access routes, will also be presented. References OER Research Hub (2014). Impact hypotheses. At: <a href="http://oerresearchhub.org/collaborative-research/hypotheses/">http://oerresearchhub.org/collaborative-research/hypotheses/</a> XXXXXXXX Acknowledgements Thank you to: all staff and students involved in OER at XXX University; collaborative partners including local NHS trusts; technology consultants XXX, and Jisc and the HEA for funding #UKOER.</p>	Impact Research
765	Laura Ritchie	MUS654 Creating a Curriculum	<p>MUS654 is the first open music course to be run in the UK. It is a final year undergraduate music course that challenges students to create a year's curriculum for a private student. This is the second year the course has run, and the students on it changed to a new 4-year BMus programme. This has meant actual student numbers are very small yet. The students on the course have already had three years of modules covering pedagogical methods and considering technical aspects of teaching their instruments. This module aims to encourage students to solidify their knowledge as they prepare to launch their own private teaching studios. In music there are no textbooks, and there is no template for one-to-one teaching. In making MUS654 openly available, students were able to look outward to the wider music community for ideas and support. The content has been a mix of text, video, dedicated interviews, and tasks that are designed to engage students in thinking outside of traditional methods. This semester has been an initial foray into a very inward looking teaching profession where the tradition is of a master and apprentice model that does not traditionally share teaching practice or invite observers. Although there have been a small number of outward signs of public engagement, at the time of submitting this abstract, the course has had over 900 visits and 48.9% of those who visited the site returned. Challenges have been in encouraging people within the profession to post openly and converse about their learning process. Plans for next year include more collaborative online 'makes' to encourage a community of collaboration. Links to the course pages have been included separately in the comments to the directors as they reveal the author.</p>	Open Courses



ID	Main Author	Title	Abstract	Theme
766	Vivien Rolfe	The cost of not going open!	<p>The cost-saving benefits of engaging with open education initiatives has long been cited as one of the driving forces behind the sustainability of the movement. In the US, undoubtedly, faculty engagement with open textbooks saves significant cost to students, and these actions act as a lever to promote the open education cause and national policy (for example the work of David Wiley and Lumen Learning). In the UK the argument for student cost benefits of open text books has never been fully made, and cost-benefit models of other forms of open education initiatives have been ill-explored. A pilot survey of students across three UK universities showed that average text book costs for science undergraduates per course were around the £150 benchmark, with the single largest estimated student cost stated at £700. The survey further emphasised the financial burden that students are under by showing that nearly 50% reported having to undertake part-time work to support their studies, figures reflected nationally also (A 2014 Endsleigh/NUS survey suggests 57% of all students work part time). A second argument regarding cost savings from OER comes from estimations of the cost of creating academic content. In an initial calculation, one presenter estimated new lecture preparation and delivery over 7 years to be around £35,000 across a work load of 4 modules. This estimates exclude eLearning workshops, tutorials and laboratory practicals. Clearly reuse of material can offer a significant and measurable reduction of these costs. This proposal is to present 90 minute workshop in three sections. The first section will provide the background and research grounding for each of the two cost arguments. The second section will develop and pilot cost-models and tools from the audience to reach consensus from the community regarding estimation of student text book costs and creation of lecture content. A rubric for calculating fees agreed by the delegates will be created using a Google document / spread sheet and applied to further calculations. In the final section, individuals will be encouraged to search and retrieve at least one open textbook for their subject, shared back on a Google document for circulation to the conference community and abroad. A discussion around barriers and drivers to embedding materials in their own courses will provide further insight into how individuals can make a difference to their own practice. Outcomes of the session? This session will: 1) Provide background context to the cost-benefit arguments supporting open education. 2) Provide delegates with an opportunity to contribute to textbook resource sharing initiatives 3) Develop a practical set of rubrics on which to build a basis for cost arguments. Wider impact? By raising the importance of the cost-benefits of open educational resources, and capturing some of the emerging arguments, it is anticipated that the findings of the workshop might provide an additional lever with which to influence institutional and national policy makers to support the wider adoption and investment in open education.</p>	Impact Research
767	Antonio Martinez-Ar	PODEMOS, a political open learning community	<p>The May 2011 "15M" revolution in Spain has been considered one of the most influential popular political movements in recent years in the world. Hundreds of thousands took to the streets of Spanish cities demanding a more democratic political system. Numerous demonstrations and events have taken place since then as a follow up and continue to happen.</p> <p>There is already abundant literature explaining how social media and open digital practice became instrumental in the articulation of the protests and the creation of new political spaces, both physical and digital. A new political body, the Indignados, with a digital backbone had been born.</p> <p>The use of collaborative tools and the sharing of contents became widespread in a very organic way. Groups of libertarian activists, who joined other left wing and non-political groups of people in the movement, were thriving in these new spaces that offered a wealth of possibilities for the realisation of anarchist principles of grassroots democracy. Digital literacy through informal learning became an important aspect of this collective experiment.</p> <p>The political party PODEMOS, created in January 2014 and currently leading the opinion polls for the 2015 general elections, has managed to attract a great deal of the 15M movement, including the (techno)-libertarians. The party immediately institutionalised the digital practices developed during the previous years and it established some of the tools and platforms as standard channels of political participation. Currently, the party uses officially Agora voting, Reddit, Loomio, and Mumble, although members are free to use other platforms in their communication. Titan or Pirate Pads are very common. Appgree is also being used. The party has a special group of activists, who anyone in the party is free to join, dedicated to policy and practice on digital technologies. Hundreds of learning materials on how to use these tools have been produced both by members of this group and by spontaneous activists. There are 265.618 online registered members (1/12/14).</p> <p>There are many questions that need to be discussed, but the objective of this lightning talk is to look at these issues and challenges:</p> <ol style="list-style-type: none"> <li>1) Is PODEMOS a learning community?</li> <li>2) How can a community like PODEMOS be effective and inclusive of people with very different levels of digital literacy?</li> <li>3) What is the role of physical assemblies and meetings in highly digital processes?</li> <li>4) How do PODEMOS combine grassroots and top-down hybrid practice?</li> <li>5) What can PODEMOS and other learning communities learn from each other?</li> </ol> <p>References:</p> <p>Flesher Fominaya, C. (2014): " Spanish Indignados and the evolution of 15M: toward networked para-institutions" by Ismael Peña López, Mariluz Congosto and Pablo Aragón, Journal of Spanish Cultural Studies</p> <p>Stobart, L. (2014) Understanding Podemos (2/3): Radical populism. <a href="http://left-flank.org/author/lukestobart/">http://left-flank.org/author/lukestobart/</a></p> <p>Gerbaudo, P. (2012) "We are not on Facebook, we are on the streets!": The Harvesting of Indignation" in Tweets and the Streets: Social Media and Contemporary Activism. Pluto Press</p>	Learners and Other Communities
768	Sara Frank Bristow	Common Core and Common Ground: New Standards as Driver for Open Educational Resources and Practice in American Schools	<p>To what extent have the Common Core State Standards (2010) impacted the production, reuse and dissemination of open educational resources (OER) in the United States? Our case study, prepared in collaboration with two European organisations, examines this topic as part of a Scoping Study on The Potential of Shared, Cross-border OER and Syllabi in Europe. This talk outlines our findings both within individual states and across US state borders. We review the Common Core State Standards (CCSS) Initiative's origins, key stakeholders and implementation model, finding that the CCSS have indeed spurred development of both open educational resources and open educational practices at the state level. A review of current state-based OER policies and practices is provided, along with an overview of relevant implementation guides and content repositories. Included is a profile of the new K-12 OER Collaborative, an eleven-state consortium which seeks to create a comprehensive OER curriculum in mathematics and English Language Arts, aligned with the CCSS. Its goal: to offer additional choice to local education agencies, reduce expenditures, and provide higher quality digital educational content.</p>	Open Education across Languages and Cultures

ID	Main Author	Title	Abstract	Theme
769	Daniel Pullin	Displaying Open Educational Resources on the CADARN Learning Portal	There are many ways to present your Open Educational Resource media to prospective students and colleagues. Whether it be documents, audio or video these resources are no good unless they are presented as the user wants to see them. They should be open in access as well as rights. With so many options for presentation the technologies you choose to show your resources to users is of paramount importance. For development of the CADARN Learning Portal we implemented a system of managing and displaying OERs within our website. The aim is to provide producers the platform to give users media in any format that is appropriate, so as not to restrain the production choices. The resources are collated under study scheme and institution groupings potential students respond to. The building blocks of the website includes a search engine of these resources and study schemes giving filtering and categorisation options both from a taxonomy of subject and user categorisation and the raw textual information provided to describe the content. Within our implementation we display the following formats: Microsoft Office documents PDF files Video services like YouTube, Vimeo and oEmbed providers Audio services like SoundCloud and oEmbed providers Website links Individual audio and video files Other file types such as Adobe SWF applications and compressed file collections. When providing resources we identified a need to put them next to the study schemes for which they are intended in order to inform and inspire potential students of all backgrounds. The addition of having them available immediately next to the information a potential student was searching for will hopefully provide additional impetus and inspiration to these users.	Learners and Other Communities
770	Astrid Orth	On the training track towards Open Science for European research	Training European researchers and professionals on Open Science is both a necessity and challenge, in particular to further facilitate the European Commission's Open Access and Open Data policies as adopted for the Horizon2020 research framework and by many other research funders across Europe and world-wide. Finding good resources for teaching and training can however be challenging, despite or even because institutions and national initiatives have developed and delivered high quality training content which is typically scattered all over the place but so far not systematically shared with the community. The FOSTER project aims at identifying, enriching and providing training content on all relevant topics in the area of Open Science for the European research community. The FOSTER training portal will be officially launched in early 2015. Its preview version already showcases courses and workshops that have been co-funded by FOSTER and provides access to training material for re-use and adaption. All training resources - are provided under open licenses - have been identified from reliable resources and quality assured by the FOSTER consortium - have additionally been developed for a series of FOSTER trainings held in 2014 (continued 2015) - are multi-disciplinary and multi-lingual - use and support a variety of training methods and formats - can be contributed to by interested members of the "Open" communities - are qualified in several categories: e.g. relevant topics (such as Open Access, Open Data, Open Science, Open Metrics and Impact, Funder policies, Copyright and legal issues, etc.), audiences (academic staff, institutions, research project managers, policy makers), knowledge level A training toolkit provides assistance and a range of examples to enable the adoption of materials and courses. The poster will show how the FOSTER training portal can best be used to integrate the provided educational resources into ones' own training programmes. References Birgit Schmidt, Eloy Rodrigues: Heading for Open Science – filling the knowledge gap, Information Today, 7 February 2014, <a href="http://www.infotoday.eu/Articles/Editorial/Featured-Articles/Heading-for-Open-Science-%E2%80%93-filling-the-knowledge-gap-94708.aspx">http://www.infotoday.eu/Articles/Editorial/Featured-Articles/Heading-for-Open-Science-%E2%80%93-filling-the-knowledge-gap-94708.aspx</a> Sarah Jones: Fostering open science: Training for EC project officers on open access and open data in Horizon 2020, 7 July 2014, <a href="http://www.dcc.ac.uk/blog/fostering-open-science#sthash.HRkIAJLF.dpuf">http://www.dcc.ac.uk/blog/fostering-open-science#sthash.HRkIAJLF.dpuf</a> Ivo Grigorov, 3 Tips for Knowledge Managers to make #OpenScience mainstream, published on LinkedIn 11 July 2014, to Discussion Groups: OpenAccess, Open Science Supporters, OpenAIRE, RRI Tools <a href="https://www.linkedin.com/today/post/article/20140711123319-9617500-3-tips-for-knowledge-managers-to-make-openscience-mainstream">https://www.linkedin.com/today/post/article/20140711123319-9617500-3-tips-for-knowledge-managers-to-make-openscience-mainstream</a>	Impact Research
771	Stathis Konstantinidis	CAMEI project: the backbone of open education for healthcare workforce in the EU and US	Introduction An increased number of efforts are being monitored towards fostering Open Medical Education during the last decade. Open Education across Europe and US especially in the field of Medical Education is being developed in parallel with a lot of different tools, approaches, curriculum and policies to take place in different regions. An EC co-funded CSA project aims to act as the backbone for open education for healthcare workforce in the EU and US and merge the chiasm between the two sides of the Atlantic in order common efforts to further boost the open education in terms of practice and policy. Methods CAMEI project, will achieve its aims towards Open Education through the coordination of research activities and policies towards the development of renewed educational material and programs, by boosting new trends for acquiring new knowledge in respect of the implementation of eHealth systems in practice: by fostering transnational access to research infrastructures from both EU and USA partners and by establishing a network of best practices in Medical Education Informatics Results In this paper two major results of CAMEI are going to be presented, which can act as the basis for collaboration and merging efforts on Open Education between EU and US. Firstly, CAMEI's White Paper which presents a recommendation plan that identifies different ICT related market segments with high potential (Technology standards in healthcare education, strategic R&D, and IT skill programmes), while a list of key recommendations is provided on how USA and EU could empower sharing, reuse, repurposing and creation of educational material applied in different context and promote renewal of programmes. Secondly, a Cooperation Action Plan (CAP) is thought as a dynamic document - a best practice example of how EU and USA organizations and communities could collaborate together on medium- to long-term goals on fostering IT skills for healthcare workforce. Two collaboration cases are presented. The CAMEI collaboration with American Association of Medical Colleges (AAMC) and its portal (MedEdPortal) and the mEducator (EC co-funded project) with the Medbiq Consortium (standardization body) collaboration for aligning the efforts for the semantic extension of its current standards. Conclusion The CAMEI coordination action is inspired by the need to address the EU objective for new educational material and programmes for IT-skilled workforce in healthcare and establish a cooperation framework between EU and USA contributing to open education in terms of practice and policy, taking into consideration different languages, cultures and curriculum. References <a href="http://www.camei-project.eu">www.camei-project.eu</a> ; <a href="http://www.meducator.net">www.meducator.net</a> ; <a href="http://www.mededportal.org">www.mededportal.org</a> ; <a href="http://www.medbiq.org">www.medbiq.org</a> Konstantinidis ST, Bamidis PD. A framework for a Social Semantic Registry of IT skills for healthcare workforce. In Proceedings of 27th IEEE CBMS 2014, Jun 20-22, 2013, NY, USA. Konstantinidis ST, Bamidis PD, Zary N, Salcedo VT. CAMEI fosters IT skills for healthcare workforce. In Proc. 25th European Medical Informatics Conference (MIE2014), 31Aug-3Sep, 2014 Istanbul, Turkey	Open Educational Practice (OEP) and Policy
772	Dominik Lukes	Open licensing is an accessibility and inclusion feature of OERs	Much talk about accessibility is focused on removing primary barriers to the content for those with specific needs (perceptual, cognitive or physical). This can be done with a closed license document as much as an open license document provided it is not encumbered with Digital Rights Management restrictions. However, in practice, restrictive licensing comes with other restrictive practices that prevent accessibility. In many countries, it is legal to make accessible copies despite other restrictions but this requires setting their users apart and putting other barriers in their way. This brief talk will showcase several case studies demonstrating how closed licensing puts may be compatible with individual accessibility but works against inclusion. I hope that it will provide another argument for the promotion of OERs at all levels of education.	Open Educational Practice (OEP) and Policy

ID	Main Author	Title	Abstract	Theme
774	Christa Appleton	Going with the flow: open waters and social tributaries	This session aims to examine the merging of formal and informal learning spaces within open educational practices and consider their impact so far and potential for the future. The session will be participative with attendees invited to contribute their thoughts and develop ideas that will help mainstream open education for learners and other communities. After more than a decade there is a substantial body of material & practice to evidence open education in the wider learning landscape. That landscape is an ever-changing picture influenced by many things, for example political objectives and the economy but in terms of solutions perhaps most of all by technology because of the enabling nature of web 2.0. Such technologies have changed the way people connect for work and leisure on a mass scale. Barriers such as distance are removed, allowing those who are geographically dispersed to form and expand effective connections and relationships rapidly. The diversification of social media also means choice in how connections are fostered and access to technologies that connect not just people and organisations but also help visualise concepts and ideas via multiple platforms simultaneously. Just as water reflects things around it developments in the way people connect, communicate and share ideas of information in everyday life are being reflected in formal educational practices and the thinking behind them. The embedding of social media in the fabric of society and its diversification presents opportunities to significant to ignore. The Horizon report of 2014 describes the 'Growing Ubiquity of Social Media' as a 'fast trend', which will drive impactful, changes in education. Already social media is influencing teaching and learning practices but it has potential to go further and greatly influence the learner experience and lifelong learning opportunities. The OER learning landscape could be described as a sliding scale of social learning possibilities from the totally formal to the totally informal. A small desk study will be presented that highlights points of interest along this sliding scale, selecting specific discussion topics on the basis that they offer potential to develop learner focussed/driven pedagogic practice. References Downes, Stephen. "The Role of Open Educational Resources in Personal Learning". VI International Seminar of the UNESCO chair in e-Learning. Universitat Oberta de Catalunya. Retrieved 17 June 2013. Ferguson, R. & Buckingham Shum, S. (2012). Towards a social learning space for open educational resources. In: Okada, Alexandra; Connolly, Teresa and Scott, Peter eds. Collaborative Learning 2.0: Open Educational Resources. Hershey, PA: IGI Global. Johnson, L., Adams Becker, S., Estrada, V., Freeman, A. (2014). NMC Horizon Report: 2014 Higher Education Edition. Austin, Texas: The New Media Consortium. Okada, A. & Barros, D. (2011). Using, adapting and authoring OER with Web 2.0 tools. In T. Bastiaens & M. Ebner (Eds.), Proceedings of World Conference on Educational Multimedia, Hypermedia and Telecommunications 2011 (pp. 2243-2248). Chesapeake, VA: AACE.	Learners and Other Communities
776	Alastair Clark	Working with Community Educators to find the OEP 'light bulb' moments.	This lightning talk will provide an account of an action research project in Open Educational Practice undertaken with a group of part-time community learning tutors. This project was established as a collaborative research project following the recommendations of the Further Education Learning Technology Action Group (FELTAG) group which aimed to 'nudge' the FE sector in England to use technology more widely and effectively. The report offered a number of recommendations which recognised the importance of good CPD and management strategic vision. Many practitioners have noted the recommendation at least 10% of all courses should be delivered online. In some institutions this 10% requirement is already perceived as an unwelcome dictate from 'on high'. The purpose of this research is to explore methods using Open processes and Resources can ensure that the increase in online content is empowering to both teachers and learners. The question addressed is: How can tutors in Community Learning settings work most effectively to source adapt and adopt existing Open Educational Resources to enrich their own delivery? It is anticipated that the following sub questions will be addressed: How can collaboration aid content search? How far do tutors currently have skills required for adaptation? Which platforms are most effective for aggregation and presentation of resources? The work will be undertaken during the early part of 2015 and initial results will be shared in this lightning presentation. References: Freire, P. (1982) "Creating alternative research methods. Learning to do it by doing it", in Hall, B., Gillette, A. and R. Tandon (eds.) Creating Knowledge: A Monopoly. Society for Participatory Research in Asia, New Delhi, pp. 29-37. Fincher, S., Richards, B., Finlay, J., Sharp, H. and Falconer, I. (2-012) 'Stories of Change: How Educators Change Their Practice' Proceedings of ASEE/IEEE Frontiers in Education Conference, Seattle, 3-6 October 2012, pp185-190	Open Educational Practice (OEP) and Policy
777	Antonio Martínez-Nez	Moving from Institutional OER Guidance to Changing Landscapes	In November 2012 institutional OER guidance at the University of Leeds was agreed, encouraging staff and students to use, create, and publish OER, and recommending that written and interactive digital teaching resources should be deposited in JORUM. In March 2014 the Leeds' Open Window was launched. The Window is powered by Jorum and offers a direct portal to Leeds content. It features the University's own customisation and branding. The Window was the first of its kind in the UK HE sector and "is a key element to delivering goals of Leeds' policy on OER and ultimately their digital learning strategy". These two developments in institutional Open Education policy need to be seen in the wider context of a wide ranging institutional blended learning strategy which includes (within relevant disciplinary contexts) realising the potential for transformation: in terms of course design, methods, and students' engagement with learning material by a considered and appropriate mixture of face-to-face interaction, carefully designed online course materials and tools, and enhanced contact with a wider distributed learning environment through relevant technologies. This paper will give an account of how the University is moving towards mainstreaming open education practice through: a) Development of policy on audio or video recording for educational purposes that provides clarity on intellectual property rights, copyright, and data protection issues taking account of all possible permutations for producing and publishing audio and video recordings for educational purposes i.e. staff recording students; students recording staff; staff recording staff, students recording students, and staff and students recording visitors or members of the public. b) Investment in a programme of work to enhance student education through the increased use of audio and video, providing the capability to capture, manage, store and deliver multimedia resources created during teaching, events, interactive teaching sessions, video conferencing calls or at desktops. c) Commitment to an institutional staff development programme (Changing Landscapes) of online resources and face to face events to support staff in the discovery of new technologies and approaches in their own context and the development of practical competences in using the tools. This paper will also discuss progress on the different areas of the strategy and the challenges ahead, reflecting in particular on the following issues: a) The relationship between a growing culture of digital production for learning and teaching and research dissemination; b) The role of academics in society; c) Students as producers of digital content; d) The transformation of learning and teaching methodologies, practices and learning expectations; e) The development of distinctive channels for digital dissemination of different types of outputs; f) Social media engagement. References: Leeds Window to Jorum <a href="http://leeds.jorum.ac.uk/">http://leeds.jorum.ac.uk/</a> OER Guidance <a href="http://www.leeds.ac.uk/qat/policyprocedures/OERs.pdf">http://www.leeds.ac.uk/qat/policyprocedures/OERs.pdf</a> Changing Landscapes <a href="http://www.sduonline.leeds.ac.uk/changinglandscapes/">http://www.sduonline.leeds.ac.uk/changinglandscapes/</a> Audio Visual Policy <a href="http://www.leeds.ac.uk/secretariat/documents/0Audio_Visual_Policy_2014.pdf">http://www.leeds.ac.uk/secretariat/documents/0Audio_Visual_Policy_2014.pdf</a>	Open Educational Practice (OEP) and Policy

ID	Main Author	Title	Abstract	Theme
778	Nicole Allen	Open Government Partnership as a platform for advancing Open Education policy	National governments can help accelerate the Open Education movement both directly through supportive policies and projects, and indirectly by promoting awareness and support within civil society. A recent report by Creative Commons found that 14 countries have already made national-level commitments to Open Education.[1] Over the last year, an exciting new avenue for establishing and expanding such commitments has emerged through the Open Government Partnership (OGP). OGP is a multilateral initiative that aims to secure concrete commitments from governments to promote transparency, empower citizens, fight corruption, and harness new technologies to strengthen governance.[2] It formally launched in 2011, when 8 founding nations introduced their first two-year national action plans, and since then has grown to 65 participating countries. Following the popularity of Open Data as a topic in the first batch of plans, Open Education has been gaining popularity in the second action plan cycle, which is currently underway. This presentation will explore OGP as a platform for promoting Open Education, including the general case for Open Education in the context of Open Government, and specific examples of how Open Education emerged in OGP national action plans in the Slovak Republic and the United States. The presentation also will provide concrete tips for advocates and officials in OGP member countries who may be collecting ideas for upcoming national action plans, including possible synergies with other areas of openness such as Open Access to scholarly publications, Open Data, and Free and Open Source Software. References[1] Creative Commons (2014). State of the Commons. <a href="https://stateof.creativecommons.org/report/">https://stateof.creativecommons.org/report/</a> [2] Open Government Partnership. <a href="http://www.opengovpartnership.org/">http://www.opengovpartnership.org/</a>	Open Educational Practice (OEP) and Policy
779	Catherine Naamani	Developing Resources to Support Transition from College Based HE to an HE Campus – a staff and student perspective.	Introduction Transition from Level 2 study to post-16 education and transition from school or college to Higher Education are areas of concern for many of us working in those sectors. These are so-called 'traditional' learners who form the majority of the undergraduate population in Higher Education. In many widening access institutions, significant effort will be placed on developing induction programmes aimed at easing the transition into HE and boosting retention. The University of South Wales works with a large number of partner colleges both in Wales and across the UK, as well as with institutions overseas to provide more flexible learning opportunities. Our partner colleges in particular attract learners who prefer to study at a local college or part-time. However, interventions for supporting these learners as they make the transition from Level 5 study in an FE setting to Level 6 at a Higher Education Institution seem to be less focused while the challenges faced by these learners are often more difficult 'as students cope with crossing both institutional and programme boundaries, whilst also negotiating a new academic culture' (Pike & Harrison, 2011). This paper will present the development of a range of resources designed specifically with these learners in mind. Methods This study is presented as work in progress and will review the process followed to identify the target group of learners and how the resources were developed in collaboration with the partner colleges. It will also demonstrate some of the materials that have been developed. Feedback from both staff and students will also be sought. Results This study is presented as work in progress. However, the initial discussions with staff and students indicate that students' needs range from developing digital skills, as identified by Beetham et al (2013) to knowing where to get help and support with child care and financial questions. Students indicated that they wanted practical help such as finding their way around campus, transport, accommodation and timetables Discussion The study will describe the process adopted to identify the resources required to support learners in a College Based HE Environment as they make the transition into a HE setting and will present some initial evaluations of the materials developed. The idea of developing an online area providing a hub for students to additional information and resources will also be explored. References Baker, P & Comfort, H (2004) Responding to learners' voices : resources for widening participation and enabling transition in FE and HE, National Institute of Adult Continuing Education Beetham et al (2013) The Digital Student Study, JISC [Accessed 1/12/14 from <a href="http://www.jisc.ac.uk/media/documents/programmes/elearningpedagogy/expertsoc2013digitalstudentstudy.pdf">http://www.jisc.ac.uk/media/documents/programmes/elearningpedagogy/expertsoc2013digitalstudentstudy.pdf</a> ] Angela Pike & John Harrison (2011) Crossing the FE/HE divide: the transition experiences of direct entrants at Level 6, Journal of Further and Higher Education, 35:1, 55-67, DOI: 10.1080/0309877X.2010.540315	Open Education in Colleges and Schools
780	Nicole Allen	Open Education and the Broader Open Policy Environment	Governments and education institutions around the world generate huge amounts of publicly funded research, data, and educational materials. Open policies, or policies that require open licenses for publicly funded resources, can maximize the impact of public investments and support open education by enabling the use and re-use of these valuable resources. Join members of the Open Policy Network (OPN) — a newly launched coalition of organizations and individuals working to support the creation, adoption, and implementation of open policies across the world — for a discussion about some of the latest trends in open policy and how it relates to open education. Also learn about how the OPN is actively working to support open policy efforts and how you can get involved. More information about OPN is available at <a href="https://openpolicynetwork.org">https://openpolicynetwork.org</a> .	Open Educational Practice (OEP) and Policy
784	Ebba-Ossiannilsson	Lesson learned from implementation of OER in the nursing program, Dalarna University, Sweden (IMPOERS)	In the project IMPOERS, we have introduced Open Education Resources (OER) in a nursing program. OER is one of the strongest driving forces for personalized learning. In the presentation we will report the preliminary results from the project. The use of OER is increasing in higher education. UNESCO stresses the pedagogical benefits of using OER (Hylén 2012, McGreal 2013, Punie & Haché-UNESCO 2012). Today, the use of the web as an open source for knowledge acquisition is accepted in higher education providing new pedagogical possibilities and support for competence development. This impacts on students' and teachers' roles and responsibility for learning, creation of learning content and activities and forms for interaction. Implementation of OER can reinforce an open culture of learning and students can have more opportunities to achieve ownership of their own learning and thereby take greater responsibility for their studies, which may enhance both motivation and individualized learning. In addition, OER can improve the progression on learning and also contribute to and support a lifelong learning. Furthermore, OER may stimulate networking among the students, which can be maintained after the education period. The Nursing program at Dalarna University in Sweden has been awarded with the EADTU's Excellence Associates Label (Ubachs 2009). The quality award involved the creation of a roadmap for continued development of e-learning and implementation of OER (Santesson et al., 2012). Thus, the overall goal with the IMPOERS research project was to introduce and implement the use of OER as a pedagogical framework in the nursing program at Dalarna University. The project aimed to describe how and in what way OER can be implemented and used for learning. OER was implemented in a course within the nursing program and effects and the implementation process was studied with a mixed-method approach using questionnaires and interviews. The project focused on students' participation, knowledge, empowerment, responsibility over their own learning processes and attitudes of using OER. Referenser McGreal R., Kinuthia W., Marshall S., McNamara T. (Editor) (2013) Perspectives on Open and Distance Learning: Open Educational Resources: Innovation, Research and Practice. COL, Athabasca University. Punie Y & Haché A. (2013) IPTS study on open educational resources in Europe. URI: <a href="http://is.jrc.ec.europa.eu/pages/EAP/documents/OEREU_projectoutlineEACTWG120522_000.pdf">http://is.jrc.ec.europa.eu/pages/EAP/documents/OEREU_projectoutlineEACTWG120522_000.pdf</a> . Cited 2013/02/24. Santesson I., Florin J., Elf M., Feldreich T. R., S Engström M. S. & Olovsson S. (2012) E-learning benchmarking/selfassessment Nursing Program at Dalarna University. Dalarna University. Ubachs G (2009) Quality assessment for e-learning – a benchmarking approach. Heerlen, EADTU [The European Association of European Distance Universities]. UNESCO (2012) 2012 OER Paris declaration. URI: <a href="http://www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/CI/CI/pdf/Events/English_Paris_OER_Declaration.pdf">http://www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/CI/CI/pdf/Events/English_Paris_OER_Declaration.pdf</a> . Cited 2013/02/24.	Open Educational Practice (OEP) and Policy

ID	Main Author	Title	Abstract	Theme
782	Natalie Lafferty	Students as agents of change: Experiences of co-producing a mOOC	This case study reports how a project supporting medical students at the University of Dundee School of Medicine to develop peer-led online teaching approaches has led to the development of a mini open online course (mOOC) approach to developing medical students' skills as digital teachers. Dundee Medical School has traditionally supported peer-led learning approaches and has a well established peer tutoring programme for years 1-3, taught by year 4 and 5 students. With growing engagement with learning technologies, students also developed their own wikis and blogs badged as DundeePRN. This experience helped develop professionalism as students took responsibility for content and helped them to develop lifelong learning skills (White et al 2011). Whilst successful, the longer term sustainability of this initiative proved problematic as students progressed to the demanding clinical years of the curriculum. Subsequently staff have worked with students to create open educational resources (OERs) which have become embedded within the medical curriculum whilst other students have led peer teaching on digital professionalism and twitter-based clinical case discussions. The School identified an opportunity to develop a more sustainable approach to embedding these student-led activities in the curriculum by helping students to develop key skills for lifelong learning in teaching to support their future role as "doctor as teacher". Discussion with students identified the potential to develop a pick-and-mix menu of mOOCs to underpin the development of these skills, whilst at the same time supporting them to develop OERs that would support peer learning in the curriculum. Successful completion of individual mOOCs would be recognised by the award of an open badge with students developing further OERs beyond the mOOCs awarded additional badges and gaining recognition in the annual student led teaching awards. This concept is now being developed as part of the HEA Students as Partners in the Curriculum Change Programme. This presentation reports on the progress of this innovation which has seen students work in partnership with members of the Technology and Innovation in Learning Team to co-create and alpha test an initial menu of mOOCs covering topics such as copyright and OERs, managing and curating open content, principles of presentation design, developing an OER and feedback. We will present feedback on the initial pilot of the mOOCs running in early 2015 which both staff and students will take part in, along with individuals external to the institution. Through our reflections of supporting student-led approaches to the co-production of learning and mOOCs with students, we will also highlight how a community of practice in learning has developed comprising students, teachers, educationalists and educational technologists. Furthermore we will outline the potential of this approach to engage students in open educational practice and interprofessional learning activities, which in turn support the development of skills linked with employability and lifelong learning. Reference White, Margaret, Joshua Scales, and Kiran Jayaprakash. "What can a student-led e-learning site add to medical students' education and professional development?." <i>Enhancing Learning in the Social Sciences</i> 3.3 (2011)	Learners and Other Communities
784	Dominik Lukes	Modes and models of production of OERs: The missing link to wider adoption	Much of the talk about OERs concerns their adoption and use. However, without proper consideration of the different models for their production, it is possible that a OERs will never become available at a volume and quality that makes their adoption a real possibility for institutions looking at a market where cost is only one of the considerations. The typical model is that of an individual content creator (or possibly an institution) who decides to share her materials. However, this rarely leads to sustainable and readily reusable materials. A more likely result is for these materials to languish unused in one of the many repositories. We need to consider alternatives to this and make them explicit when talking about OERs. Luckily, there are several successful models that have worked and can be adopted for OERs. This paper will consider three models of successful open content creation that should be more widely considered and supported by funders. 1) Wikipedia is perhaps the best known example of large-scale creation of open content. However, the way through which it is created and maintained is often confused with 'crowd effects'. In fact, Wikipedia became successful because its creators are anything but a crowd, but are instead loosely organised into editorial groups with meritocratic responsibilities. 2) Code sprints (books sprints) provide a model for creating large amounts of documentation in short focused working sessions with experts gathered in one space. They have been extremely successful in both creating open source software and documentation for the software. 3) Fan Fiction is another area of content creation where free (although mostly not freely licensed) content is made available at a large scale. While mostly following the lone-creator model, Fan Fiction communities have largely resolved the editorial process through a system of alpha and beta readers as well as a network of reviewers who make content discoverable for others. These models can co-exist and combined with one another. This paper will explore how existing OER projects could benefit from these models and present examples of where it has already happened.	Open Educational Practice (OEP) and Policy
785	Dominik Lukes	Have the licensing talk early to maximise impact: Experiences from three collaborative projects	The outputs of many collaborative projects often see limited use in the long term because neither partner is quite sure what is permitted. Frequently, the people involved in the creation of content have left their institutions and further use and distribution of the developed works is in doubt. Yet, in most projects, the talk about rights and licensing is left till close to the end or is omitted all together. People talk about the value of intellectual property but they never explore the limits unclarities about licensing impose on the potential impact of outputs. It is therefore essential that the licensing discussion is introduced early on in the development of the project. This talk will present key talking points that have been used in three projects that have led to partners agreeing to licensing some or all of the work developed under the project using open licences. Often resistance to open licenses stems from ignorance and making a clear case for it as well as clearly outlining the options can prevent barriers from ever being formed in the first place.	Open Educational Practice (OEP) and Policy
786	Dominic Orr	What educational policy needs OER and what policy support does OER need?	Although Open Educational Resources (OER) have been one of the mainstays of discussion on open education over the past decade, we are now noticing a renewed attention of policy makers in the topic. Whilst many really cool initiatives are to be found around the world (for instance in Germany <a href="http://ow.ly/EdLOX">http://ow.ly/EdLOX</a> ), OER can really only realize its potential in the mainstream, if it tackles mainstream problems. That means that it is important to re-start the discussion on OER so that there is a focus on OER as a means to an end, i.e. OER contributing to improving various aspects of education (see blog from TJ Bliss from the Hewlett Foundation: <a href="http://tjbliss.org/musings-on-oer-policy/">http://tjbliss.org/musings-on-oer-policy/</a> ). The Open University's OER Research Hub, for instance, poses hypotheses about the benefits of OER ( <a href="http://oerresearchhub.org/collaborative-research/hypotheses/">http://oerresearchhub.org/collaborative-research/hypotheses/</a> ). The most recent CERI/OECD report on OER ( <a href="http://www.oecd.org/edu/ceri/open-educational-resources-oer.htm">http://www.oecd.org/edu/ceri/open-educational-resources-oer.htm</a> ), looks instead for typical problems in education systems first and search for solutions which involve OER production and use. In a second step it looks to see whether the expected potential of OER is being realised. In this way, it can also formulate an assessment of the status quo and encourage a discussion on what policy interventions can do to help OER realise this potential. The report, which will be published late spring 2015, identifies six typical problems in education, which can benefit from OER production and use: fostering the use of new forms of learning for the 21st century; fostering teachers' professional development and engagement; containing public and private costs of education; continually improving the quality of educational resources; widening the distribution of high quality educational resources; reducing barriers to learning opportunities. The government survey carried out as part of the project has highlighted that government policies around the world set different priorities in this list. It is, for instance, interesting that the issue of cost is less frequently highlighted by governments as a major policy focus in connection with OER than most supporters' arguments for OER would lead us to expect. The presentation will focus on the findings of the CERI/OECD project on how OER can reach its potential and in what manner. In this, it will look at patterns of policy support used by governments around the world in order to attempt to answer the question: what policy support does OER need?	Open Educational Practice (OEP) and Policy



ID	Main Author	Title	Abstract	Theme
787	Amanda Black	Developing global graduates through open access language and business tools	Supporting Global Graduates through open access language and business tools Coventry University is committed to developing graduates who can function well in global communities and who understand and embrace different cultural and business approaches. There are many opportunities for students to engage with peers in other countries and cultures both through online projects and travel. The Faculty of Business, Environment and Society is using open access resources to take developing our global student communities a step further. Before non-native English speakers start their substantive Undergraduate and Postgraduate degree courses, they access an intensive, collaborative approach to teaching English academic language, using open tools such as Google Classroom to explore cultural and linguistic differences. Once studying for their business degrees, we have developed a crowdlearning software engine to create a global community of learners. In both the language teaching prior to study, and the crowdlearning approach, students are content generators. Peer teaching and co-creation of content is a key element in these new approaches to business education. The crowdlearning open source driven software allows SMEs, students, practitioners and other users to submit issues around new market entry, exporting and seeking markets. Once submitted, the community can discuss the themes and offer advice and solutions, creating a growing knowledge pool, with students and business professionals as co-creators. Features of the system The advantages can be specific to user categories as follows: Business: Can use this the system to access a community of learners May be able to access real time advice for similar users/businesses Competitive and quality information Access to future employees through interactions Students Real time access to a community of knowledge and real issues A change to further critique and discussion of which answer is most appropriate and why It can transfer ownership of the learning process to the learner Employability prospects Academics A pool of participants to provide multiple answers to questions, different ways of addressing a problem can be explored. Real Student projects leading to value/student experience Opportunities for further research themes/publication routes Business School Engage a wider community of stakeholders Potential student recruitment pipeline Potential Funding Routes Branding value This is an approach that we hope to use more widely across courses in the Faculty and across the University to embed global employability skills in our graduates.	Open Education across Languages and Cultures
788	Katia Hildebrandt	Planning for networked learning: Developing a framework for teaching open courses	In this paper, we explore the benefits and challenges of open courses through a case study of several credit and non-credit courses offered over the past two years. In it, we examine our own as well as student experiences in Connectivist MOOC (cMOOC) and open-boundary courses, in order to develop a beginning framework for the facilitation of these types of classes. Specifically, this paper centres on three particular courses with which the authors have been involved. The first, EC&I 831, is an open access, graduate level course in educational technology offered through the Faculty of Education at a Canadian university; the course, which was first offered in 2008 and has been described as a precursor to the MOOC movement (Siemens, 2008), is offered for credit but allows for open access to non-registered participants and revolves heavily around networked learning. The second course, ETMOOC, was a cMOOC about educational technology that was offered in the winter of 2013 and attracted over 1800 participants worldwide. Finally, the third course, DCMOOC, was another cMOOC about digital citizenship; it was sponsored by the Saskatchewan Ministry of Education as an opportunity to allow Saskatchewan educators to learn about teaching digital literacies. Each of the courses mentioned above relied heavily on personal learning networks and student-created connections. Although these courses all featured weekly synchronous sessions, the bulk of the courses played out in asynchronous spaces such as Twitter, student blogs, and Google Plus communities, and much of the learning was self-directed and determined by individual students' interests. As such, open courses such as these tap into connectivist models of pedagogy (Siemens, 2004) and utilize the affordances of Web 2.0 technologies by making use of networks and social learning (Cormier, 2008). However, such courses also present unique challenges for both instructors and students, especially with respect to student motivation, comfort level, and willingness to take risks. As such, based on our own work in the facilitation of open courses as well as the feedback and reflections of students, we explore the overall experience of participation in this type of networked learning as well as offering a framework for the successful development of similar courses. Cormier, D. (2008). Rhizomatic education: Community as curriculum. Innovate, 4(5). Retrieved 27 May 2008, from <a href="http://www.innovateonline.info/index.php?view=article&amp;id=550">http://www.innovateonline.info/index.php?view=article&amp;id=550</a> Siemens, G. (2004). Connectivism: A learning theory for the digital age. Retrieved 5 January 2008 from <a href="http://www.elearnspace.org/Articles/connectivism.htm">www.elearnspace.org/Articles/connectivism.htm</a> Siemens, G. (2008). On finding inspiration. Retrieved 30 June 2008, from <a href="http://lrc.umanitoba.ca/connectivism/?p=25">http://lrc.umanitoba.ca/connectivism/?p=25</a>	Open Courses
789	Anne Marie Cunning	Digital curation- avoiding content overload and developing literacies	Students can feel overwhelmed with the rising amount of publicly available content which is free to access online. Digital curation sites allow educators to select the online content which they see as most relevant to their students. It is not just about producing a list of weblinks but adding value by explaining to students what is particularly good about the resource and what the weaknesses might be. Students can also be active co-curators and this workshop will be copresented with them. Intended outcomes: 1 To be familiar with the concept of digital curation and some of the tools which are available 2 To consider how to use and embed digital curation within existing curriculum 3 To develop a network of those interested in researching digital curation in education Structure: This workshop will be highly participative. We will explore the relationship between traditional reading lists, bookmarking tools and curation tools and how they are used by participants. We will share ideas on how curation tools can be used to develop critical thinking skills and information literacy, and how this fits with participants current practice. We will tell the story of how digital curation has been introduced in our medical course and share some of the lessons we have learned on what works to enable course. The final part of the workshop will consider how curation fits conceptually with approaches such as problem-based learning, and some of the common causes of resistance to curation as a method. Who Should Attend: Students, educators and administrators interested in developing skills in digital curation. Level of workshop: Introductory	Learners and Other Communities

ID	Main Author	Title	Abstract	Theme
790	Panos Bamidis	Comparing different open educational repositories for sharing problem based learning and virtual patient resources	<p>Introduction Open Educational Repositories (OERs) were initiated with reference to the three freedoms, namely, the freedom to study a work and apply knowledge offered from it, freedom to redistribute copies of it; freedom to make improvements or other changes. Quite obviously the whole point was to give authors control over the integrity of their work and the right to be properly acknowledged and cited, but also, in more revolutionary or contemporary terms, to equip them with mechanisms of allowing the spread of their work by means of sharing it with other interested parties and stakeholders. Sharing classic material is usually straightforward and users face no real issues. However, modern pedagogic approaches, especially in health/medical education, demand more student centred activities like problem based learning and virtual patients. The latter form of education presents certain challenges when it comes to sharing resources between educators. ePBLnet [1] is an EC-funded supra-regional project across Eastern Europe, South-East Asia and the Caucasus. It is modernising the medical curricula in six institutions in Georgia, Ukraine and Kazakhstan, by means of following a problem based learning and a virtual patient approach and reshaping semester structure. The remit is to build networks and develop dissemination activities to form a sustainable network across EurAsia. In such an endeavor resource sharing among educators becomes a crucial success factor. In this paper we present an investigation of the appropriateness of sharing platforms across different cultures and educator capacities and literacies. Methodology We compare three different OERs. The first one is a content sharing platform developed in the mEducator project [2], called, mEducator3.0/MELINA+ [3], [4]. The second one is the OpenLabyrinth platform which is a dedicated virtual patient repository [5]. The third one is the MS SharePoint online platform. Educators from 9 different Medical Schools participate in this investigation and express their opinions and perceived benefits of each platform. Qualitative data collection is done by means of guided interviews and an online survey with many open questions. Results and Discussion Preliminary analysis indicates that different issues emerge when it comes to the comparison of commercial and non-commercial/open-source systems. Cultural dependencies are obvious, but the main drivers of the users choices seems to be associated with the perceived easiness/friendliness as well as the sustainability capacities of the various systems. References [1] www.epblnet.eu [2] www.meducator.net [3] Spachos D, "Extending Drupal 7.0 in the semantic and social media spaces for Open Linked Medical Education: the mEducator3.0/MELINA+ approach" in Proceedings of 1st International Conference on Medical Education Informatics - MEI2012 <a href="http://www.mei2012.org">http://www.mei2012.org</a>, Thessaloniki, 2012. [4] Ioannidis L et al, «A versatile architecture for federating mEducator 3.0 instantiations <a href="http://www.mei2012.org/content/versatile-architecture-federating-meducator-30-instantiations">http://www.mei2012.org/content/versatile-architecture-federating-meducator-30-instantiations</a>,» in Proceedings of 1st International Conference on Medical Education Informatics, Thessaloniki, 2012. [5] Dafli E., Antoniou P., Ioannidis L., Dombros N., Topps D., Bamidis PD, "Virtual patients on the Semantic Web: semantically extending OpenLabyrinth to facilitate re-purposing and exchange of case-based educational resources", JMIR 2014, In Press.</p>	Open Education across Languages and Cultures
791	David Walker	Ownership of Collaborative Open Educational Initiatives in the Absence of Policy	<p>Part-funded through the HEA/JISC OER programme, the Global Dimensions in Higher Education (GD in HE) project has been developing a fully online open course to engage educators in critically exploring and debating global issues in higher education. Originally undertaken as a collaborative initiative between three UK universities, the project has two broad aims: the first to develop and then pilot the GD in HE course with a view to the course being repurposed in education-related postgraduate programmes for academics, and the second to research and document the challenges in designing and developing a joint online course across multiple partners. The work undertaken to date has been well documented, with the early stages of the project being presented at OER13 (Smyth et al, 2013). Presently, the GD in HE course is almost complete and ready to pilot. However, during the past year the core members of the project team have all taken up new posts in different institutions. These circumstances have raised interesting new questions and challenges as we seek to finalise development of the course and move towards pilot implementation and evaluation. The original project team remain committed to the project goals, which we believe continue to have significant value to the sector in terms of delivering a resource to support academic development and by informing policy and practice through the lessons learned. The movement of project staff to new institutions has presented unexpected challenges to the completion of the course, and has led us to reflect on who owns and drives institutionally endorsed open education initiatives. Questions pertaining to copyright, derivation and distribution are central to open educational practices but, in the context of collaborative provision, the sustainability of initiatives or resources may be threatened by an absence of institutional policy (or indeed a cross-institutional framework) pertaining to open education. The GD in HE project has effectively moved with the core project team as they have transitioned to different institutions. This could be an opportunity to involve further partner institutions as well as the original partners. However it also represents a challenge around renegotiating what the original partner institutions, and any new partners, might contribute to the completion of the project - and what they may seek to gain from supporting it. In this presentation we will explore questions around the extent to which institutional and cross-institutional open education initiatives succeed or not on the basis of individual enthusiasts rather than coordinated institutional support. We will examine the notion of distributed ownership in the context of collaborative open provision and question whether there is now a need for a consistent position or policy framework at a UK level to form a sustainable base upon which such projects can develop and evolve. References Smyth, K., Vlachopoulos, P., Walker, D. and Wheeler, A. (2013) Promoting global collaboration in academic development through OERs: challenges and opportunities. Proceedings of OER13: Creating a Virtuous Circle, University of Nottingham, 26-27 March. Paper available via <a href="http://www.medev.ac.uk/oer13/file/68/60/">http://www.medev.ac.uk/oer13/file/68/60/</a></p>	Open Educational Practice (OEP) and Policy