Connecting the dots:
Linking Open Access and Open Educational Practices to enhance Open Educational Resources and Repositories adoption among Higher Education Institutions.

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Agenda

- Convergence between Open Access and OER repositories
- Adapting institutional repositories for the implementation of OER collections.
- Future strategies based on the development of Open Practices
The adoption of OER requires actions that contribute to change educational practices, as well as the development of infrastructures that support OER’s life cycle.
Connecting Open Access and OER

Towards a convergent approach among different lines of development of the Open Movement
Connecting Open Access and OER

- Qualitative study on perceptions, attitudes and practices of academics regarding repositories.
  - It was aimed at understanding their needs, and what they did not currently find in repositories, contributing to an explanation of low adoption.
  - Representations around what teachers see as an "ideal repository".
● Findings:
  ○ "local" and "interconnected" were the predominant perceptions.
  ○ Preference for the 'local' is related to other findings, like the “value of trust”, the “fear of appropriation”, the “willingness to share with peers”, and the “need to grow from small to big”.
  ○ Preference for interconnected repositories is linked to findings like the “need to find everything in the same place”.

Connecting Open Access and OER
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Two years pilot project (2015-2016), working with university libraries to transform into OER textbooks developed by teachers, and widely used among students.

○ Resources were published within the open access institutional repository
○ An example is the pilot carried out with the library of Dentistry Faculty, involving the publication of the first openly licensed (CC BY-NC-SA 4.0) teaching handbook, that was the most visited / downloaded item in Colibrí, since its deposit until October 2016.
○ Due to the success of this first experience, the pilot was extended to 9 similar books.
Connecting Open Access and OER

Results led to identify that the most efficient and sustainable option for the development of an OER Repository for UdelaR (and other higher education institutions) is the creation of specific collections of OER within institutional repositories.

- The creation of a specific OER repository, different from the one that UdelaR already has, is not justified.
- This would involve unnecessary duplication of computing resources, support, librarians, etc. and would compromise the viability of this venture and its long-term sustainability.
Adapting Open Access Repositories for OER collections

Incorporating OER in an institutional repository, therefore requires a differentiated approach.

They should be adapted to the special characteristics and needs in terms of management, preservation and life cycle that distinguish OER from research resources.
Adapting Open Access Repositories for OER collections

While repositories of scientific publications focus on providing access to this type of resources, OER repositories emphasize the possibility of their reuse, adaptation and repurposing.

Two main features:

- the educational resources comply with the characteristics of being modifiable and reusable
- they have metadata or descriptions of the properties that identify the educational use of the resource, for example, thematic, degree of difficulty, previous knowledge required, etc.
Adapting Open Access Repositories for OER collections

Minimum requirements:

- open support policies
- uploading of editable versions of each resource.
  - This will allow not only access to the resource but also its subsequent manipulation and modification.
  - Is important to provide mechanisms to ensure that the authors are adopting appropriate licenses when reusing resources.
Adapting Open Access Repositories for OER collections

Manage educational metadata forces us to modify the metadata standard of the resources of the Colibri repository to serve the OER domain.

Combined proposal: add the descriptors corresponding to pedagogical aspects of LOM to the existing descriptors in institutional repository in Dublin Core.
Adapting Open Access Repositories for OER collections

These should facilitate the discovery, location, evaluation and acquisition of educational resources by students, teachers or automatic application processes.

It is also important that navigation within the institutional repository allows users to easily identify the structure of resources available to them.

It is expected that peer collaboration activities within the frame of Communities of Practice will generate this metadata.
OER and Open Educational Practices

The design of a communication strategy, dissemination and adoption by the academics is the biggest challenge we face to achieve their appropriation of the OER repository.

To achieve this, we will develop strategies already proven to be successful in previous projects such as LATIn Project, Latin American Initiative for Open Textbooks, and REMAR, Mercosur Network for accessibility and the collaborative generation of OER.
We aim to develop a pilot based on the creation of Open Communities of Practice aimed at stimulating the development of Open Educational Practices (OEP).

Open Communities of Practice involves people who interact with each other and exchange ideas on a topic of common interest, generating networks of participation and innovation and also open knowledge.
Conclusions

It is expected that, through the availability of OER in the institutional repository, as well as the stimulation of OEP, we will set up the initial stages to build a network of teachers who will generate OER adapted to the educational needs of UdelaR and facilitating reuse by peers.
Thank you!

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