

OER19 Takeaways

- Alison Lockley & Johanna Funk, CDU

- 2 Darwin girls
- 2 days
- 220 participants
- 130 sessions on all aspects of Open Education research and practice



The expanded university

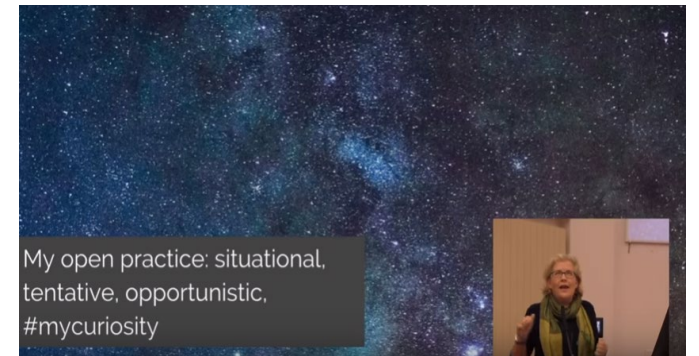
Kate Bowles

- Traditional universities are changing at such a rate that is absolutely transforming the prospects for OER & OEP
- When we talk about open we think about closed – need to examine the closed university and Universities aggressive business tactics
- Universities have become hopelessly porous in outsourcing and hiring practices without ever actually truly being open
- “*..when pedagogical time is already extracted and diverted by upstream demands, our capacity to craft and share initiatives, innovations and resources with our open communities downstream becomes more limited*”.
- Universities (like the Murray-Darling river system) have broken down - somehow we need to turn this around.



Kate Bowles

'A quilt of stars: managing time in the expanding university'



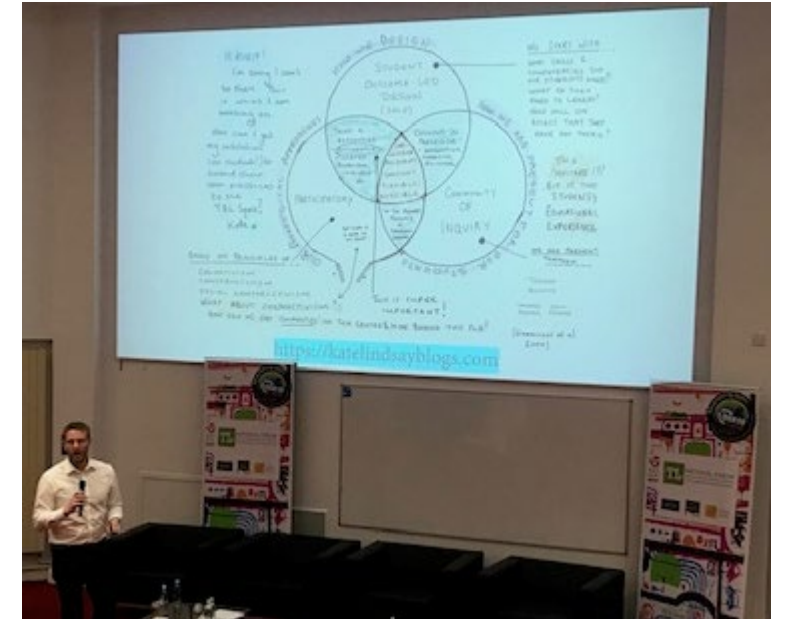
Murray Darling Basin taken by [Michael Storer](#) is licensed under [CC BY-NC 2.0](#)

Openness as an Institutional Value

David White & Katherine Lindsay

Google doc: <https://docs.google.com/document/d/1fmgU3N9AOI78ZNHCVFLUJ7hQRSFyJZYLSX1Nnd8-7k/edit>

- Linking to things that matter to the system – eg strategy, promotion, citations, public engagement, retention, etc
- Recognise the work in open platforms/ knowledge philanthropy already done by staff & students. ORCID/ OpenStreetMap. Recognise its value.
- Sharing values of openness with staff
- Giving staff reasons to engage
- Also being careful about expectations and dependency on various platforms...eg social networks/media may appear 'open' in many senses, but are obviously profit seeking corporations, have people's data etc....risks for expecting all students to participate through such channels without critical awareness, protection, etc.
- Institutional IPR policy being restrictive or not clear on what staff are 'allowed' to do - creates a culture of monetising content rather than releasing it openly
- Student voice and demand for OER



Praxis of openness

The Digitally Distributed Curriculum model

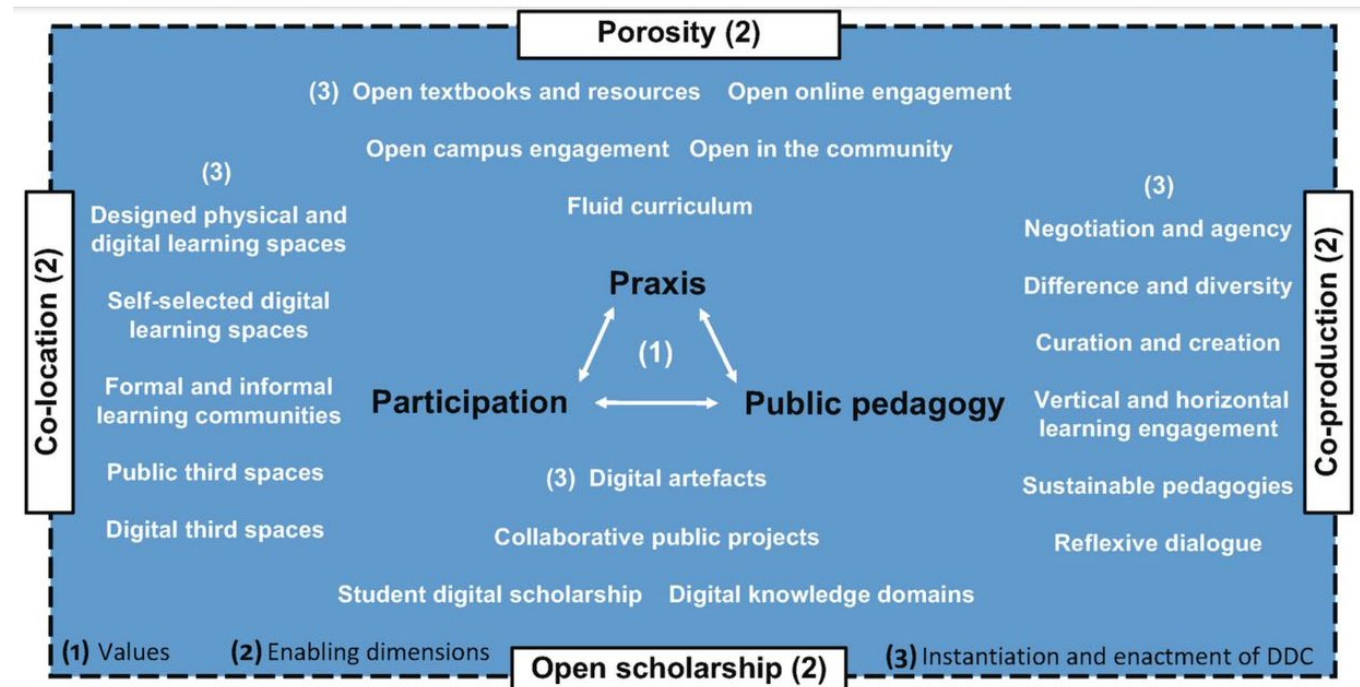
Sheila McNeill, Keith Smyth and Bill Johnson

- As a way of focussing of where open practice is used.
- Use as a lens for your own university practice

OEP in Northern Australian Knowledge Systems

Jo Funk

- flipping relationship for knowledge sharing
- how we can acknowledge indigenous knowledges in OER & OEP?
- transferring knowledge & criteria across to general courses, curriculum development etc (using taxonomy to identify indigenous knowledge)



Open Education into the future

Eamon Costello, Gráinne Conole, Mark Brown

- Affordances of digital technologies
- Opening up of education - European Commission paper
- #OpenTeach

Future of open learning: challenges

- Lack of digital literacies
- Teaching the poor sister
- New forms of accreditation
- Senior management buy-in
- Appropriate CPD
- Unbundling of education



Top ten trends

- Place an important part of identity
- Connect parents/learners
- Permeable boundaries
- Shift in ownership
- Learners map their pathway
- Abundance of data and AI
- Changing nature of work
- Rethink success
- Impact on health and wellbeing
- Connect the past to the present

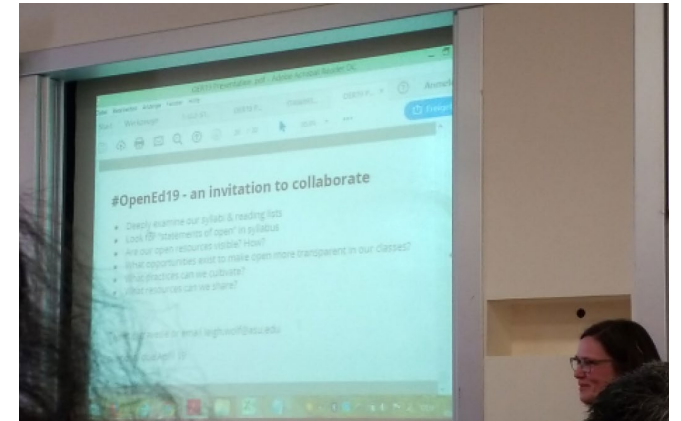


<http://www.core-ed.org/research-and-innovation/ten-trends/>

Transparently open

Leigh Wolf

- Metrics on what textbooks are used
- What are be used, publisher, authors etc?
- Aim to make it 100% accessible and free.
- Shows how the resources are being used
- By openly coding resources we are pulling back the layers for the students and modeling our understanding(s) of open.
- #OpenEd19 – an invitation to collaborate



Recontextualising learning

Kate Miller

- recontextualising OER through OEP
 - looking beyond access into open learning architectures, with a focus on learning construction and sharing
 - designing collaborative spaces
 - developing communities and networks
 - driving force was the development of collaborate OER
-
- remix my remix - bryan mathers

Colonial entanglement

Su-Ming Khoo

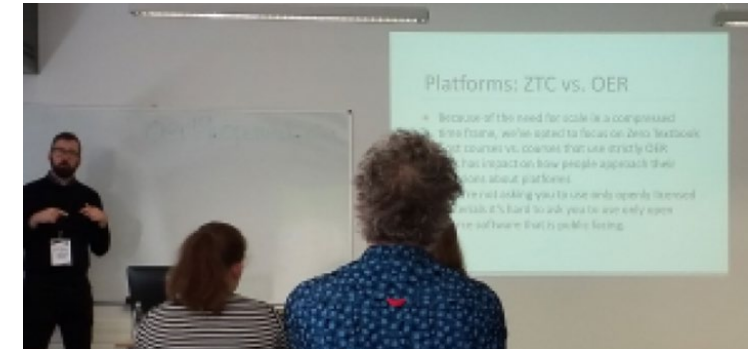
- unbundling can be a way of extraction
- motifs for thinking
- entangled - different things at the same time; people entangled with other people and other things
- education is a machine the produces desire and this is entangled
- Kintsugi - Japanese art of golden repair. Makes the original thing more valuable
- Redesign our work within the bounds of repair
- Attend the needs of the oppressed and the oppressor
- Eccentric open education - towards being at home in the world
- Striving towards a common humanity.



Lessons from large scale OER

Andrew McKinney et al

- OER vs ZTC (zero textbook cost) . Not all ZTC materials are OER
- advertising ZTC makes a difference
- encouraging collaboration, valuing OER, accessibility
- Biggest challenge is platform – watch out for Platform fatigue
- the labour of open pedagogy is significant; don't forget the adjuncts/casuals
- When faculty and staff balk at open, they often look towards vendors
- For-profit actors in the open space offer services that address the fears about OER; corporatisation and platform capitalism
- Extraction and enclosure, unbundling



Power of the digital story

- Once upon an open
- They're not going to give it to you
- Imagining an OER conference
- one eye to the left one eye to the right
- anonymous
- Big learning at Gawa
- Questionably open and not always by choice
- Taking care of business
- Creative, Community, Collaboration

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