Three Years of UKOER

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Everything we’ve funded is...

• Built for sustainability
• Built for openness and sharing – materials and learning.
• Published in open repositories and on the open web
• Properly documented, analysed and synthesised in order to support the community.

The UKOER infokit
Materials repository: Jorum
The first three years

**UKOER phase 1**

How can institutions, individuals, consortia best release OER? What do creators want to do with it? Is it sustainable?

**UKOER phase 2**

How can we best encourage discovery and use of OER? How can we extend and grow existing approaches to OER? What do users want to do with it? Is this sustainable?

**UKOER phase 3, JISC Digitisation & Content**

How can we use OER and related practices to meet identified strategic and cultural needs? How can technology support these practices and use cases? What does everyone want to do with it? Is this sustainable?

Support: [CETIS technical support](#), [OER IPR support](#), [E&S wiki](#)
Social Media: #ukoer, @ukoer, blogging.
In summary

• We now know that OER release is sustainable in a variety of contexts and settings.
• We now know that end user OER engagement is aided by working with user communities during the design and release process.
• We are investigating ways in which OER practice can support institutional strategic goals. We have some evidence but are gathering more.
Reputational benefits

- We are a world class centre for expertise in OER.
- We have built and sustained an international community around our work in this and related areas.

Images: twitter activity visualisations by Martin Hawksey
We’ve seen evidence that:

• OER is an aid to student recruitment
• OER can establish and promote an institutional and individual reputation
• OER can engage staff and managers with issues around the quality of teaching materials.
• OER promotes a greater understanding of IPR and licensing.

See the phase 1 and phase 2 reports from the Evaluation & Synthesis project, based at Glasgow Caledonian University
Material Creation and Deposit

Visualisation by Martin Hawksey based on Jorum data
How it was done.
Community benefits

UKOER projects have supported adult learners, and charities working with people with severe disabilities.

Open online learning has drawn people of all ages, backgrounds and interests into the world of education.

And OER has supported communities in joining together to create and use resources.

Some examples: PARiS project at Nottingham, Sesame project at Oxford, FAVOR project at Southampton, DeFT project at Sheffield...
Further work

• We need to investigate the implications of Open Practice on academic and institutional life.

• We need Open Practice to become mainstream where it is effective.

• We need to continue to stay at the forefront (both in thought and action) of this emerging field
Thank You

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