The ONCE project

UKOER International Project
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Contents

Open Networks for Culture and Education (ONCE): A case study of the process and benefits of building relationships with international OER organisations.

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1. Acknowledgements

We would like to acknowledge the following:

2. Overview

*"Using Open Educational Resources (OERs) as a business tool to develop
collaborative relationships with international organisations."*

The ONCE project was a collaboration led by the Centre for Learning and Teaching in Art and Design (CLTAD) at the University of the Arts London (UAL) with the Department of Media in the School of Art and Design at Coventry University. The project was a short one that ran from the end of September 2012 to the end of January 2013 and was funded by the Higher Education Academy (HEA), This funding was provided as part of the UK government-backed Open Educational Resources (OER) Phase Three Programme to support an OER International initiative by the HEA to explore how OER engagement by Higher Education Institutions (HEIs) might be used as a business tool to build relationships with foreign organisations. The ONCE project was one of several projects funded by that initiative, the particular theme we explored was that of 'fostering relationships with other organisations'. Our project involved a disciplinary focus on Art, Design and Media (ADM).

The project aimed to provide mutual support to both institutions in the process of joining an international OER organization; the Open Courseware Consortium (OCWC) http://www.ocwconsortium.org/. These 2 partners had accumulated considerable experience and profile in the national and international OER community and this exercise was intended to act as a 'capstone' exercise to that previous activity and to gain the further attention and buy-in of senior management – the profile and prestige of the OCWC and its members being a major factor in helping with this.

This case study tells the story of how we went about facilitating our applications for joining the OCWC and provides a background to the development of OER activity in the UK and elsewhere and the nature of the OCWC, the organization we set out to join. It also provides a description and analysis of the current state of the ADM HE sector in relation to OER engagement and makes explicit links between this and the changing HE environment in the UK and the need for professional and institutional change.

3. Background

3.1 What is OER?

The term Open Educational Resources (OER) has several definitions but perhaps the most widely known, inclusive and useful one for our purposes is that proposed by the Hewlett Foundation in the USA:

OER Definition[1]:
"OER are teaching, learning, and research resources that reside in the public domain or have been released under an intellectual property license that permits their free use and re-purposing by others. Open educational resources include full courses, course materials, modules, textbooks, streaming videos, tests, software, and any other tools, materials, or techniques used to support access to knowledge."

There are a number of factors driving the development, sharing and use of such OERs in both the developing and developed world. A useful introduction to OERs and the reasons for their use and adoption can be found in this online free eBook[2]; *'A Basic Guide to Open Educational Resources (OER)'*. In 2012 the United Nations endorsed and encouraged the use of OERs at an international meeting of the UNESCO World OER Congress, which released the *UNESCO 2012 Paris OER Declaration*[3].

3.2 What is the OCWC?

The OCWC is an abbreviation that stands for the Open Courseware Consortium and is an international membership organization that exists to promote the creation and use of Open Courseware. The term Open Courseware (note the caps and all one word) was coined by MIT in the USA to describe the way they designed, created and shared their free open educational resources[4]. To understand what the OCWC is it makes sense to first understand what Open Courseware (OCW) is, below is a definition.

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[1] http://www.hewlett.org/programs/education-program/open-educational-resources
[2] http://www.col.org/resources/publications/Pages/detail.aspx?PID=357
[3] http://www.unesco.org/new/en/communication-and-information/resources/news-and-in-focus-articles/all-news/news/unesco_world_oer_congress_releases_2012_paris_oer_declaration/
[4] http://ocw.mit.edu/index.htm

OCW Definition[5]:
"An Open Courseware (OCW) is a free and open digital publication of high quality college and university-level educational materials. These materials are organized as courses, and often include course planning materials and evaluation tools as well as thematic content. Open Courseware are free and openly licensed, accessible to anyone, anytime via the internet."

We can see from this definition that OCW is a form of OER. Simply put then, the OCWC is an organisation dedicated to promoting the creation, sharing and use of OCW, as this statement describes:

OCWC Definition[6]:
"The Open Courseware Consortium is a worldwide community of hundreds of higher education institutions and associated organizations committed to advancing Open Courseware and its impact on global education. We serve as a resource for starting and sustaining OCW projects, as a coordinating body for the movement on a global scale, and as a forum for exchange of ideas and future planning."

3.3 Benefits of engaging in OER creation, sharing and use, and of joining the OCWC

3.3.1 Benefits of OER Engagement

The benefits of engaging with OER are surprisingly wide as this list created by the UAL and Coventry indicates:

Benefits of going open for individuals and institutions[7]

- Becomes part of your portfolio of published work, as a teacher and as an art and design practitioner. Serves current students to support teaching and learning across the institution[8];

- A showcase for individual students and staff at the institution for promoting our work, networking and attracting new students[9];

- Helps students making well-informed application choices by providing windows into the world of the institution = better retention and satisfaction rates;

- Link with national and international communities of practice to create longer-term collaborations and partnerships[10];

- Support development of collaborative learning design skills by developing the staff skills base in course authoring and delivery[11];

- Re-configures time allocation to concentrate on teaching rather than on the development and delivery of content. Shifts the emphasis from traditional delivery to active engagement with distinctive and significant themes issues of the subject. Reduces the repetitive parts of our work;

- Sharing experiences – a positive professional development activity that helps in reflecting on our practice, which also facilitates accountability and aids in continuous improvement[12];

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[5] http://www.ocwconsortium.org/en/aboutus/whatisocw
[6] http://www.ocwconsortium.org/en/aboutus/abouttheocwc
[7] This briefing for senior managers on the subject is useful http://www.jisc.ac.uk/publications/briefingpapers/2012/oer.aspx
[8] Experience elsewhere (such as MIT) has shown that existing students make extensive use of OERs.
[9] MIT, the OU and others have traced many thousands of student recruits directly to their interactions with institutional OERs.
[10] Research at the OU and elsewhere has shown that participation in the global OER community brings many opportunities and also reduces barriers to internal collaboration.
[11] Learning Design skills are key to enabling flexible and blended learning solutions that can make better use of existing physical and human resources as well as reach new groups of learners.
[12] Open sharing is a powerful motivator for internal quality improvement.

- A growing and sustainable collection of learning resources and digital assets across both private and public spaces – constitutes a valuable form of institutional 'memory';

- Advances institutional recognition and reputation that builds a sense of shared identity and unity while enhancing the international public service reputation of the institution;

- Encourage cross college/disciplinary collaboration by engendering a culture of openness, transparency and integrity;
- Passing on subject knowledge and teaching expertise;
- A driver for cultural change that can also help develop policy (e.g. IPR, Employment, CPD);

- A disruptive innovation, which drives wider change agendas within the University and other education institutions;
- Enables collaborative production (staff – student – professional practitioner) content and projects;

- Develops embedded understanding of digital literacies/fluencies amongst students (and staff) and helps participants better understand premise of their professional digital 'trace' and consequent profile;

- Drives innovation towards both a connected-expanded pedagogy (part of a wider disciplinary community) and a sustainable professional creative/academic practice.

Both UAL and Coventry have evaluated their experiences of engaging with OER practice. As the list of benefits above suggests, the experience has prompted deep thinking about current practice and possible future developments to cope with the rapidly changing ADM HE environment in the UK. The UAL evaluation report can be found at this web address[13] and that of the Coventry at this web address[14].

3.3.2 Benefits of Joining the OCWC

One of the senior managers at a project workshop noted 'before I join a club, I want see if it's the sort of club I want to be in and if the members are the kind of people I want to associate myself with'. In this regard, the list of members[15] is reassuring and includes MIT in the USA and University of Nottingham, the HEA, JISC, and the Open University in the UK. Having attended two of the international OCWC conferences, UAL could attest to the range of members and the quality of the research and activities they were engaged in as well as the opportunities for international collaboration.

So, as long as prospective members are interested in engaging with OER at an international level and pursuing international collaboration opportunities, joining the OCWC has a great deal to recommend it. In addition to all this, the OCWC also collects metadata from participating members OCW websites and makes this available in various search engines. This means information about an institution's OER/OCW is exposed more widely to an international audience; according to a colleague at Nottingham this alone made joining the OCWC a 'no-brainer'.

3.3.3 Joining the OCWC

The mechanics of joining the OCWC are relatively simple. A visit to the OCWC membership web page[16] explains what is involved in being a member. Basically membership involves supporting the mission of the OCWC, which is described as[17]:

"The mission of the OCW Consortium is to serve both the individuals who use OCW and the institutions that make OCW possible. The Consortium provides a gateway to OCW projects and courses for the entire OCW community, fostering the success of the OCW movement and articulating its benefits. Through its public-relations efforts, the Consortium educates general audiences about the movement, directing potential users to resources that best suit their needs. For members, the Consortium marshals broad expertise regarding the ongoing development of open education projects and connects its members with an even broader network of OER practitioners."

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[13] http://alto.arts.ac.uk/1009/
[14] http://www.jisc.ac.uk/whatwedo/programmes/ukoer3/comc.aspx
[15] http://www.ocwconsortium.org/en/members/members/master
[16] http://www.ocwconsortium.org/en/members/howtojoin
[17] http://www.ocwconsortium.org/en/aboutus/abouttheocwc

The next thing to consider is what type of membership to apply for and a list of membership types and subscription rates can be found at 'How to Join web page'.

Important: Each membership type has its own Memorandum of Association that the prospective applicant has to agree to. The joining process entails filling out an online form on the 'Membership Application Page[18]'.

Please note that there is a set of 'OCWC Consortium Bylaws[19]' concerning governance of the consortium, which should be consulted before joining.

3.4 Current Status of OER in the UK

Apart from the earlier Open Nottingham initiative[20] and the activities of the Open University with its OpenLearn Project[21] (which was largely funded by the Hewlett Foundation) the main activity in this area was kick-started by 3 years of UK government funding, distributed via JISC and the HEA[22] starting in 2009. The ONCE project was an outcome the last part of the funding from year 3 of the UKOER Programme. Significant progress has been made but this is still a highly emergent concept and activity in UK HE, with awareness still at relatively low levels. It is also worth noting that the OCWC itself and the international OER movement is over 10 years old and that the UK has, naturally, some catching up to do.

4. The Project

The ONCE project was a collaboration led by Centre for Learning and Teaching in Art and Design) CLTAD) at the University of the Arts London (UAL) with the Department of Media in the School of Art and Design Coventry University. The project aimed to provide mutual support to both institutions in the process of joining an international OER organization; the Open Courseware Consortium (OCWC) http://www.ocwconsortium.org/. These 2 partners had accumulated considerable experience and profile in the national and international OER community and this exercise was intended to act as a 'capstone' exercise to that previous activity and to gain the further attention and buy-in of senior management – the profile and prestige of the OCWC and its members being a major factor in helping with this.

4.1 Drivers and Benefits

Joining the OCWC was chosen as a target for the project as it provided a useful 'engine' to meet these two needs:

1. To build collaborative links with a significant international OER community represented by the OCWC, in order to strengthen and diversify our existing practice and profile in this area and to act as a publicity and student recruitment tool.
2. The need to further embed our OER practices at an institutional level for the long-term.

As the project progressed it also became clear that there were also some other useful advantages opening up to the partners in the following areas:

1. Mutual learning and exchange of experiences
2. Using OER engagement as a change management tool in a sector experiencing considerable challenges
3. Identifying further opportunities for joint collaboration
4. Opening up discussions with colleagues in Africa, Indonesia, Nigeria and China about joint OER development opportunities.

4.2 Methodology

The method we chose to drive the project along was to form institutional OER international steering groups at each partner, that included senior managers, in order to discuss the pros and cons of engaging in OER activity in general as well as joining the OCWC specifically. As part of this process workshops were held at the UAL and Coventry that

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[18] http://www.ocwconsortium.org/en/members/application
[19] http://www.ocwconsortium.org/en/community/documents/cat_view/40-ocwc-governance/72-ocwc-bylaws
[20] http://www.nottingham.ac.uk/open/opennottingham.aspx
[21] http://www.open.edu/openlearn/
[22] http://www.jisc.ac.uk/oer and http://www.heacademy.ac.uk/oer

employed a 'Benefits Realisation Management' (BRM) Approach[23]. In our case, we interpreted BRM in a 'lite' way as simply meaning that we enquired into what were the enabling and blocking factors to OER engagement and joining the OCWC.

Both institutions had already committed to participating in OER activities through previous projects. So, the UAL drew up a list of benefits attached to OER engagement for individuals and institutions (please see section 2.3.1 above). As joining the OCWC was an extension of this activity we used this benefits list as the basis for our workshop and project discussions. To help facilitate this process we used the concept of a shared mental model[24] of how our institutions work to help participants identify and locate the enabling and blocking factors to OER engagement. An academic paper explaining the rationale and background for this use of mental models is contained in the workshop pack in the Appendix.

The project has produced a pack of resources (released as an OER) to help other institutions carry out their own workshops in relation to developing engagement with OER practice in general and joining the OCWC, please see the appendix.

An important component in our approach was to gain the involvement of colleagues from the University of Nottingham, which was already a member of the OCWC, to act as our mentors. This included a joint meeting of the project partners and Nottingham staff that was very useful to all concerned and resulted in some actions being identified for future development, such as the incorporation of research outputs into OERs in the form of eBooks with ISBN numbers to assist REF impact ratings.

5. Context – OER in Art Design and Media (ADM)

This section provides a brief background discussion of some of the factors that are affecting OER engagement by the UK ADM HE sector. This is important because this, in turn, affects how our institutions can position themselves in the international OER community. In addition, these factors are also closely related to long-term systemic issues of organizational and professional change in connection with changing philosophies of education and pedagogy, government policy and economic constraints, as well as developments in the use of technology to support learning and teaching. Thus, from this perspective, OER engagement is closely linked to strategic change issues in our institutions.

The project participants at the UAL and Coventry had, by different paths, come a similar point in their work with OER, realising that engagement with OER practices provided a useful environment in which to experiment with new modes of learning & teaching to feed back into their parent institutions.

5.1 Challenges facing the ADM sector

These are some of the challenges that the ADM sector faces that impact on OER engagement:

- The sector has been particularly hard hit, together with the humanities in general, by the government higher education budget cuts[25], which has removed most of the support for teaching and a substantial amount for research in the arts.
- Pedagogic cultures that can tend to be conservative, with access to, and use of technology limited, IT skills and confidence are often low, institutional support and IT infrastructure capacity can be in short supply. This also applies to the wider HE sector as well. This was recognized by a government study in 2011, in the HEFCE 'Online Learning Task Force' report entitled 'Collaborate to Compete', which also advocated OER wider engagement by the sector. The chair of the Task Force, Dame Lynne Brindley, stated:
  - 'The HE sector has been talking about the potential of online learning for well over 10 years. The moment has come to move online learning more centre stage. Only by doing this will UK higher education remain and grow as a major international force."

Much of the teaching is workshop and studio-based and involves a mentoring relationship between teacher and student rather than more traditional content-centric didactic methods which, arguably, lend themselves more easily to the

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[23] http://en.wikipedia.org/wiki/Benefits_realisation_management
[24] http://en.wikipedia.org/wiki/Mental_model
[25] http://www.hefce.ac.uk/news/newsarchive/2012/name,69544,en.html

standard model of OER content creation (as exemplified by MIT OCW[26]). This, in turn, means there is a significant challenge in trying to capture and represent these 'invisible' aspects of ADM learning and teaching

How to create OERs (and models for future production) for 'endangered' subjects that are in danger of ceasing to be taught in the UK, such as weaving and ceramics.

Understanding and dealing with the pace of technological change in our society and the drivers of this change as well our students perceptions and experiences in a digitally connected world

5.2   Opportunities of OER for the ADM sector

What UAL and Coventry have both developed, in their different ways, is a rich model (that is still developing) for the co-design and publishing of OERs in practice-based arts subjects that is student-centred and makes extensive use of rich media, student created content, and social media platforms[27].

We have also observed through our own experiences that OER engagement provides a source of 'systemic disruption' in our institutions which has powerful effects in these related dimensions[28]:

- Teaching, disciplinary and institutional cultures - in relation to transparency and accountability;
- Copyright and IPR awareness and policy;
- Technical Infrastructure;
- Management structures;
- Pedagogical Design;
- Marketing;
- Institutional Strategy;
- Digital Literacy.

This disruptive effect is potentially useful to those involved in instigating and managing change in educational institutions. Linking OER engagement to change management is a useful strategy to employ to explore different responses to the rapid change our institutions are facing.

The differences in teaching cultures that exist in the practice-based disciplines of art and design in contrast to more 'academic' content-centric subjects are perhaps the biggest obstacles to change, especially in relation to introducing open and flexible learning techniques. One of the participants in an earlier UAL OER project describes this cultural difference as:

"Again, for those new to art and design subjects, it should be borne in mind that each student is endeavouring to find their own 'voice', so much teaching is on a one-to-one basis rather than through mass-delivery to a class whose members are expected to hold a common, single view. For example, a course teaching people to become opticians would want every student to have the same understanding of their subject - there is no room for an individual 'take' on how the laws of optics work. The reverse is of course true for arts subjects - society requires that practitioners create an individual view of things, and it is this uniqueness that is valued."

Mark Clough, Kirklees College[29].

It is our underlying educational philosophy, which governs how we use technology in the educational process. Peter Dicken (2010), provides a useful insight into how our different conceptions of what knowledge is, affects how it can be shared, he splits knowledge into 2 types:

1   Codified (or explicit): the kind that can be expressed formally in documents, plans, drawings, software and hardware etc.

2   Tacit: deeply personalized knowledge possessed by individuals is virtually impossible to make explicit and communicate to others

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[26] http://ocw.mit.edu/index.htm

[27] See: http://alto.arts.ac.uk/, http://alto.arts.ac.uk/filestore/, http://process.arts.ac.uk/, http://www.picbod.covmedia.co.uk/, http://photography.covmedia.co.uk/, http://www.phonar.covmedia.co.uk/, http://www.creativeactivism.net/about/, http://wwwm.coventry.ac.uk/itunesu/Pages/itunesu.aspx

[28] Please see the OpenED 12 conference presentation in the Appendix

[29] ALTO UK Final Report, 2012, http://alto.arts.ac.uk/1009/

As Dicken observes, this distinction is fundamental to understanding the role of space and place in the technological diffusion of knowledge, with tacit knowledge having a very steep 'distance-decay' curve, while codified knowledge can be projected relatively easily across time and space. But, and this is crucial, Dickens also cautions that this distinction can change in a number of ways that can make tacit knowledge more easily exchanged at a distance. One way for this to happen, is the use of rich media and social media, such as video or animations and blogs etc. that convey a sense of 'being there' and 'involved' and that this can have a persuasive rhetorical power to convey not just ideas and concepts but also affective and cultural factors (Laurillard, 2002).

6. Workshop Summaries

6.1 UAL 14 – 12 - 12

Overview: This workshop discussed the progress to date of engaging with the open agenda at the UAL and the recent development of MOOCS, that had been capturing media attention. A discussion ensued about the best way to take forward an application to join the OCWC through the institutional governance structures. To this end it was agreed that the following short papers would be prepared for the UAL Executive Board. A draft policy statement should be prepared that covered the 'open' agenda in general, a summary of the trends in the open education movement, and a descriptions of the opportunities and costs involved.

The UAL is the largest art and design education institution of its kind in Europe and is composed of 6 distinct art colleges. Being organized as a devolved collegiate institution makes the coordination of technology, infrastructure and pedagogical techniques a challenge across multiple physical sites and organizational structures.

As in the rest of the sector, there is a pressing need to modernize the IT infrastructure and also up-skill staff in order to make better use of IT. The discussion identified the clear links between external OER engagement and internal improvements. It also recognized the success of the previous UAL OER projects in aligning with the needs of the institution; by the creation of an institutional digital repository[30] to support, for the first time, the internal and external sharing of 'in-house' learning resources; the redesign and promotion of an 'in-house' social media platform[31] to act as an informal window into the UAL and for promoting communication across the institution.

With recent changes in senior management, the progress of OER engagement has had to be re-introduced into the 'body politic' of the institution and this project provided an excellent opportunity to do so for CLTAD at the UAL. The great advantaging of the OCWC to newcomers to the concept of OER/OCW is the reassurance that it brings in terms of the status of the members of the 'club' and the type of activities they are involved in.

Identified targets coming out of the workshop were the need to create a short policy statement linked to existing institutional policy as well as a short presentation to the governing body outlining what was involved in joining the OCWC, what the benefits were and what resources were required.

6.2 Coventry University

6.2.1 General 16-1-13

Overview: This discussion provided an opportunity for a Department at Coventry University to bring together a wide range of staff, including senior managers, to discuss the progress that had been made in engaging with the Open agenda. Again, like the UAL experience, proposing to join the OCWC proved a useful way to put OER activity on the agenda.

The Department of Media in the School of Art and Design at Coventry University have, for several years, being making extensive use of social media (blogs, Vimeo, YouTube, Flickr, Twitter and iTunes U etc.) to present and collate resources to support a 'Hybrid Open Class' approach on easily accessible open 'hubs', that social media services make possible.

This method constituted 'teaching in the open' and involved making classes and learning resources open to the world, including student work, with interactions coming a student 'front of house' and a 'back channel' to and from the social

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[30] http://alto.arts.ac.uk/filestore/
[31] http://process.arts.ac.uk/

media world – for instance the extensive use of twitter and its hash tag logics as research discussion tools to include a public audience.

There were a number of rationales for doing this including, raising the profile of the Department online, developing student digital literacy, building online networks for professional life after university, acting as a recruiting tool, and researching new learning and teaching methods.

The workshop brought together a broad range of staff from across Coventry University as well as the Media Department staff, for the first time, to discuss OER engagement and the work of the Department. The senior management acknowledged that this work had been very successful in building the profile of the Courses/Department and supporting recruitment (with recruitment levels of about 30% above the sector average), developing students digital literacy and awareness of online networks for professional life after university, and researching new learning and teaching methods.

It was noted that the Department was mostly using a technical infrastructure outside that of Coventry, largely because of the low cost and the ability to respond with agility that this approach brought. As a result of this experience Coventry have been scoping a way of providing institutionally supported 'Open Platforms' to offer support for this way of working.

No obstacles were foreseen in Coventry joining the OCWC and it was agreed to take this forward through the University governance structure.

6.2.2 Technical 20 - 11 - 12

Overview: This was a small meeting between the UAL and Coventry University staff to discuss technical issues and experiences in working with repositories and managing learning resources in general.

A meeting took place between the Coventry Head of E-Learning, Andy Syson, the UAL Virtual Learning Environment (VLE) Co-ordinator, Marc Griffith, and the UAL Open Education Projects Manager, John Casey. The discussion involved comparing experiences with using the VLE Moodle, which the UAL was in the process of adopting and Coventry had been using for some time. This included the viability of using Moodle as an OER delivery platform (rather like the OU has done with Open Learn[32]); although this has not been done at Coventry, it was of interest to the UAL. Using Moodle in this way has the considerable benefit of using an institutional platform that staff are already using. It was agreed that the presentational limitations of Moodle would need exploring and the ease with which it could be integrated into social media networks and the ease of inserting feeds from social media networks into Moodle – critical for the Coventry Approach. This would be worth exploring seriously in a prototype exercise.

The discussion also included the viability and costs of institutional video storage and whether to use in-house solutions or those from third parties. As in the UAL, academics were making extensive use of social media platforms such as YouTube and Vimeo for video, but with Coventry making a wider use at an institutional level[33].

The use of institutional digital repositories was also discussed and their general pros and cons, they have been heavily promoted by JISC to the HE sector for the last 10 years or so. Although Coventry and UAL used two entirely different repository platforms it was recognized that there were general usability and affective issues (i.e. look and feel) involved in their uptake. Coventry, like UAL and most HEIs noted that expecting academics to fill out copious and detailed metadata about resources deposited in a repository was unrealistic. As a result, repositories can tend to be restricted to library and specialist staff, although UAL was experimenting with a reduced metadata set and more usable interfaces. It was agreed that there is currently an unmet need in this area of digital asset management in HE for an affordable, simple to use system with an attractive and usable interface that enables easy integration with social media platforms.

6.3 Nottingham 6 - 11- 12

Staff from UAL and Coventry met with colleagues from the Open Nottingham[34] initiative, which was one of the first UK institutions to join the OCWC. This was a very useful discussion and included an account of the origins of the Open Nottingham project, partly originating in a need to help provide a shared online resource and identity with Nottingham's

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[32] http://www.open.edu/openlearn/
[33] http://wwwm.coventry.ac.uk/podcasts/Pages/Podcasts.aspx
[34] http://www.nottingham.ac.uk/open/opennottingham.aspx

foreign campuses. It was also striking how this work was closely integrated into the central e-learning support unit at Nottingham, which facilitated effective resourcing. Another notable feature was the explicit linking of OER engagement with the institutional strategy[35] in these four areas:

1. Social Responsibility;
2. The Student Experience;
3. Cost Efficiencies;
4. Promotional Opportunities.

These features of the Nottingham approach were felt to ensure a good grounding and embedding in an institutional context with the likelihood of it being a sustainable activity. The discussion moved on to how the work had evolved at Nottingham, with initial concerns about IPR (Intellectual Property Rights) abating somewhat, but still of concern, and the development of the technical tools used by the initiative generating their own community of users[36].

A very useful exchange took place about embedding OER practice by using OER/OCW as a channel for promoting institutional research outputs, especially by embedding research into eBooks and assigning the eBook an ISBN number. The promotion of institutional research is an important part of the new UK government research funding mechanism the REF[37]. As this is such a major source of funding and kudos in HE, it is worth investigating as a way to embed OER engagement. As part of the REF there will be an assessment of the 'Impact'[38] of the research i.e. how it is being used and reference in the public domain as well as in closed research publications. How this is going to be conducted is indicated in a series of pilot exercises[39] that have already been conducted. Although awareness in the HE sector of this feature of the REF is at an early stage, an examination of the pilot study[40] conducted for the subject area of English Language and Literature indicates that this proposed approach to improve impact is indeed suitable. The UK Government Finch report, with its requirements to make research and other higher education outputs open access, should be a useful driver for the expansion of OER in this way

It is also important to understand that OER engagement increasingly bridges the divide between teaching and research. For instance Coventry's development of digital publishing activity includes the creation and distribution of a number of 'apps' to support research and teaching that are also the product of research as well as 'Invisible Cities' eBook, which a Coventry team member developed as part of his research practice - so not only impact but research outputs too.

7. Conclusions

The ONCE project has resulted in an application to join the OCWC being prepared at both the UAL and Coventry University, both of which are currently working their way through each institutions' system of governance.

As an explicit way of linking OER engagement to international business development opportunities and putting it on the senior management agenda, this has been a useful exercise. It has also, perhaps most importantly, provided an opportunity for both institutions to reflect on their OER activities to date, share experiences and think about how they can apply their learning back into their own institutional contexts at a time of unparalleled change in UK HE.

We hope this case study helps readers who are new to this emergent area of activity in HE to gain an insight into the drivers and motivations for engaging with it, especially those in the ADM disciplinary community. The resources in the appendix can be adapted to suit local requirements for those who are interested in developing their own local OER strategy and activity.

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[35] http://www.nottingham.ac.uk/open/strategicdrivers/strategicdrivers.aspx
[36] http://www.nottingham.ac.uk/open/toolsandservices/toolsandservices.aspx
[37] http://www.ref.ac.uk/
[38] http://www.ref.ac.uk/pubs/2011-01/
[39] http://www.ref.ac.uk/background/pilot/
[40] http://www.ref.ac.uk/media/ref/content/background/impact/EnglishLang_Lit.pdf

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Laurillard, D. (2002). Rethinking University Teaching. Abingdon: Routledge and Falmer

9. Appendix

The materials for conducting a workshop about improving OER engagement and/ or joining the OCWC are available at this address: http://alto.arts.ac.uk/1014/. A prospective workshop organizer should read these resources in the same order that they appear below:

1. Modeling Organisational Frameworks for Integrated E-learning
2. OER OCW Definition
3. OER OCWC Benefits
4. Open Nottingham Case Study
5. OER OCWC Workshop Instructions
6. Organisational Model Graphic
7. Organisational Model Roles Profiles
8. Organisational Model Pro Forma
9. OERs as a Driver for Change in Art College Education
10. 'Game Changer' – a Coventry scoping document that will be added to this collection shortly
11. Generic Open Scholarship Policy Statement