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Minutes of Second International Advisory Committee Workshop

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SECOND INTERNATIONAL ADVISORY COMMITTEE WORKSHOP - MINUTES

Wednesday 13th June 2013 at the University of Oslo, Norway

Attendance - IAC members

Diana Andone	Politehnica University of Timosoara, Romania
András Benedek	BME, Hungary
Lisa Marie Blaschke	Oldenburg University, Germany
Patrick Blessinger	HETL, USA
Tore Hoel	Oslo Akershus University, Norway
Mehmet Kesim	Anadolu University, Turkey
Ene Koitla	ITFE, Estonia
Morten Paulsen	Campus NOAA, Norway
Jan Pawlowski	University of Jyväskylä, Finland
Torstein Rekkedal	Campus NOAA, Norway
Christian Stracke	University of Duisburg-Essen, Germany
Airina Volungevičienė	Vytautas Magnus University, Lithuania

Attendance - Project Partners

Deborah Arnold	Université de Bourgogne, France
Gráinne Conole	University of Leicester, UK
Claudio Dondi	SCIENTER
Giles Pepler	Sero Consulting Ltd, UK
Bieke Schreurs	OUNL, Netherlands
András Szucs	EDEN, UK

1. Welcome and introductions

Gráinne Conole welcomed everyone to the meeting and asked them to introduce themselves briefly to the group.

2. Minutes of the First IAC Workshop

These were noted. There were no immediate matters arising.

3. Presentation of preliminary findings of 125 'notable' OER initiatives

The working definition of 'Notable' OER initiatives was shared:

- *All notable OER initiatives should focus on producing content, material or resource for teaching and learning. Initiatives with the focus on providing information, guidance and service are not included.*
- *In a notable initiative, Creative Commons licences should be used for at least some of the content, materials or resources.*

- *Initiatives with the focus on producing e-textbooks and making these e-textbooks open and free (or at a low cost) for students are included as notable initiatives.*
- *All MOOCs are considered notable initiatives.*

The current list of 125 notable initiatives was shared and discussed. Specific points made included:

- **LeMill** was a collaboration between Finland and Estonia. Some IAC members doubted how active it currently is.
- Note **MOOCITYPA** in France. The provision of online resources is now the official goal for France: French universities need to think about: what are they going to offer freely and what not.
- **Central European** countries argue that with education being free, then resources also need to be free.
- In **Iran** 400 university professors have developed a platform where they can all share resources, because there is very little openness between universities. Initially the four major technical universities supported this initiative, but they have now closed ranks and oppose it.
- In **Germany** a number of private universities competed to be the first to establish a MOOC and this created competition driven by digital platform providers, rather than the universities themselves. Several MOOCs blossomed initially but then quickly faded away. Now the institutions are moving again to a more collaborative and less competitive model.
- How is the **Futurelearn** initiative going to be sustainable, given the extensive amount of time needed to prepare MOOCs?

General points included:

- Noted that several initiatives might usefully be added as 'notable': the PPTX of the current list will be circulated with these draft minutes for participants to make appropriate additions.
- There is a trend to move from concentration on Learning objects through OER, on to OEP and then to MOOCs.
- The differences between top-down and bottom-up initiatives need to be highlighted.
- There are different drivers for OER. On the one side there are institutions who promote the opening up of all educational resources in line with the UNESCO declaration, maintaining education as a fundamental right for all. On the other side there are institutions which are more concerned with OER in the context of business models, largely for marketing and attracting potential students. Stephen Downes' business models might usefully be examined.
- The sustainability of OER initiatives is especially important and needs research and highlighting.



Second International Advisory Committee workshop, EDEN at Oslo

4. Classification of OER initiatives

Two complementary typologies for the classification of OER initiatives were discussed - see slides 4 and 5 of the attached PPTX and <http://e4innovation.com/?p=765>. It was agreed that the first of these (slide 4) largely described **themes**, whilst the second (slide 5) presented a **framework**.

Key points made in the discussion included:

- Ownership: Who owns the materials? Individual – Institution – Platform?
- Economic motivation to startup the OER - e.g. in the USA a Bachelor's degree can cost around \$100,000, with students going heavily into debt (also true of some European countries, especially the UK), hence MOOCs might offer a potential solution in providing highly cost effective degrees.
- MOOCs are capable of infinite scaling.
- Talk about dimensions from informal to formal learning
- Are the typologies prioritized? Will they be weighted to provide a potential benchmarking scheme?
- Intellectual property questions: is the presence of CC licensing a criterion for including initiatives?
- Will we use the categorization to predict the success of OER? What is a good design principle?
- Do we want to create a badging system?

5. OER policy discussion

A general and wide ranging discussion on possible policy recommendations included the following points:

- Do we need an accreditation body to give OER materials the label 'education'?
- Are some 'OER' merely information?
- A Quality Assurance process should be included in policy recommendations.
- The uptake of OER - what has been done to facilitate reuse and collaboration?
- The issues of maintenance and sustainability need to be addressed in policy recommendations.
- Policy recommendations should address the marketing perspective - making the market more transparent.
- The role of the teacher: how can we change their attitudes towards OER?
- How can we help to change the current stagnant political context? How can we bring in change?
- Are we clear about how OER could contribute to solutions of current educational problems?
- Top down policy needs to take note of, and be linked to grassroots initiatives.

- When you define policies, take into account regional levels.
- OER is subject related. Communities of Practice tend to develop through subject interests.
- Investigate how institutions can value the work around OER and reflect this in policy recommendations.
- OER is very dynamic process and policy recommendations need to work with a multiplicity of scenarios. A multi-dimensional matrix approach may be useful, with careful selection of variables.

6. Support from IAC members

IAC members can help with raising awareness of the need for directed policy recommendations.

All IAC members are asked to consider the attached PPTX and feed back

- potential additions and amendments to the list of Notable Initiatives.
- comments on the two typologies discussed in the meeting.

7. Conclusion and next IAC workshop

All IAC members are offered access to the POERUP Dropbox. It will be assumed that the email address for each member will be the same as the one to which Minutes are sent, but if any IAC member wishes to use a different email address, they should contact Paul Bacsich at paul.bacsich@sero.co.uk.

Gráinne thanked all members for their attendance and very helpful contributions and invited them to the next meeting of the IAC. It is likely that there will be small scale IAC meetings at SYNERGY (Budapest, 19-21 October) and Media & Learning (Brussels, 12-13 December), with a full IAC meeting on the day before OnLine EDUCA in Berlin on 4 December. Further details would be circulated as soon as these were available.