

SUSTAINABILITY OF OER INITIATIVES

AN INTERACTIVE DISCUSSION

IOER, July 27, 2021

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Introductions

- Who are we? What do we hope to learn from this session?
 - **Name, Institution, Goals**
 - 1 Member of your team please share:
Institution & OER Stage
Beginning | Minimal | Significant | Mature

Welcome and About Me

- Brandon Muramatsu, mura@mit.edu
 - Associate Director, Projects, MIT Open Learning
- Brief background on Brandon: Involved with Open Education since 2005
 - Initially developing platform software for OpenCourseWare and courses for a university-wide OCW; nurtured OCW community and OER in higher education
 - Direct courseware development, supporting faculty, creating repositories of content and assessments, advising/starting new institutions
 - Led/leading OER initiatives in K-12 (India, Belize), Community Colleges (U.S.), 4-year Universities (U.S.)
 - My day job is large-scale, multi-year education and education technology **projects**
 - Open source assessment engine to support partially connected secondary schools (478)
 - Building a new international STEAM high school with OER at it's core; founding board member of a U.S. OER high school
 - Advising on starting new research universities, regional innovation hubs

An OER Journey

Today

Your college or university has **just started** an OER initiative and you're getting lots of support from students!

In 2 years

You just reported that your **students have saved hundreds of thousands of dollars** on textbooks through your OER initiative!

In 5 years

Your OER initiative is at ***risk of shutting down***. What happened?

An OER *Journey of Change*

- Today** Your college or university has **just started** an OER initiative and you're getting lots of support from students!
- In 2 years** You just reported that your **students have saved hundreds of thousands of dollars** on textbooks through your OER initiative!
- In 5 years** Your OER initiative is at **risk of shutting down**. What happened?

Change

- Is your OER initiative fundamentally about change?
 - Are you trying to convince faculty and staff from multiple units or departments to support it? <- It's a change initiative
 - Are you trying to implement OER outside of one program or department? Is it university wide? <- It's a change initiative of potentially medium or large scale
- Does your institution change bottom up or top down?
 - What does this mean for the success of your initiative?
 - What leadership support do you need regardless?

Examples of change of the scale you're considering at your institution, or you've experienced?

- MIT Task Forces -> Curricular Change
 - **Undergraduate Educational Commons (2004-2006)** -> Revisions to core curriculum (GIR)
 - **Future of Education (2013-2014)** -> Engaging MIT community with world; K-12 strategy; certification options
 - **Task Force 2021 (2020)** -> (Not) fully online degrees

Institutional OER—MIT OpenCourseWare

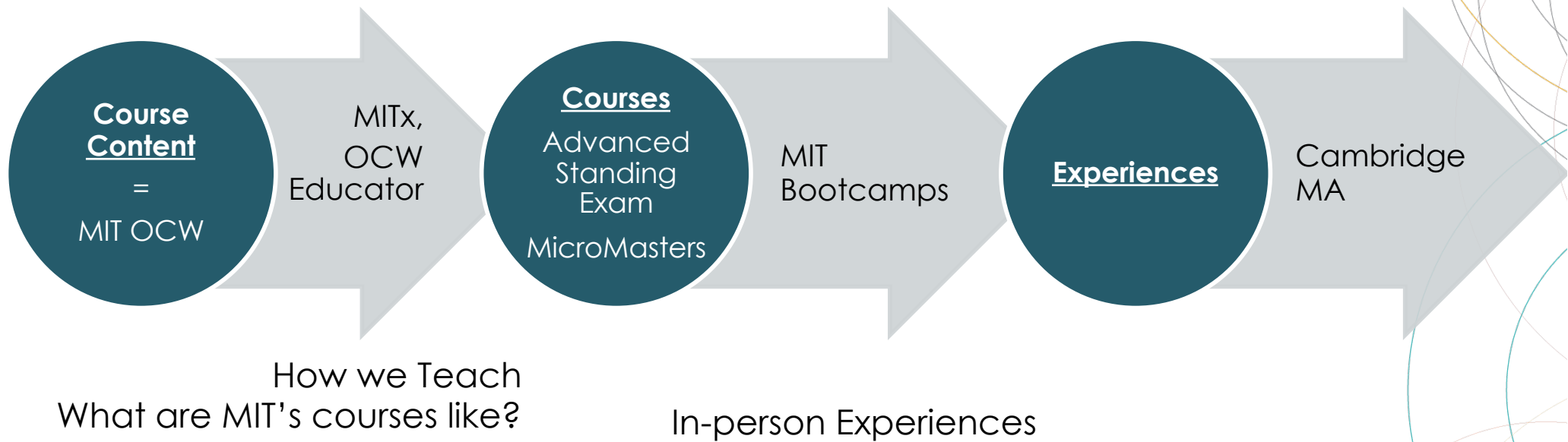
- In 2000, a MIT faculty committee was charged to develop a proposal for **financially sustainable online course dissemination**
- Era of Dot Coms; University-led Fathom, UNext, etc.
- Diverging MIT committee reports, more study identifies:
 - “[s]trategic themes for possible implementation. It chose the banner of lifelong learning and recommended that MIT undertake a study to launch “Knowledge Updates,” minicourses based on MIT’s strength in cutting-edge science and technology, designed for MIT alumni.”
 - Aspirations of a “unique opportunity for MIT to **exert leadership, set an example** for its peers, and make a **truly significant impact**. In contrast, the K[nowledge] U[pdate]s struck them as underwhelming.”

Institutional OER—MIT OpenCourseWare

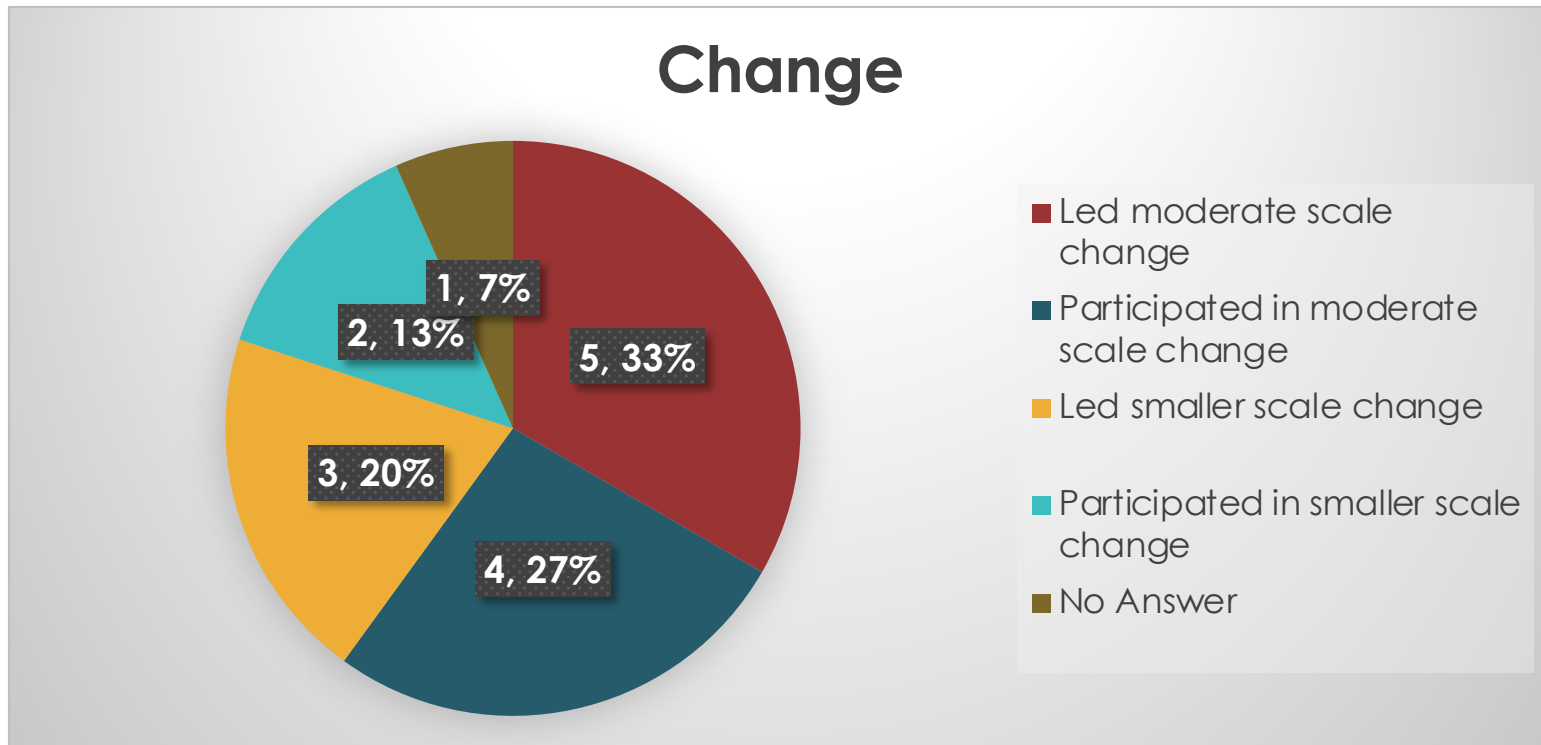
- In 2000, a faculty committee was charged to develop a proposal for **financially sustainable online course dissemination**
- **April 4, 2001**, MIT President Charles Vest announced that the Institute would make **course material** from **virtually all** undergraduate and graduate courses “**accessible to anyone anywhere in the world, through our OpenCourseWare initiative**”
 - Mission alignment: *The Institute is committed to generating, disseminating, and preserving knowledge, and to working with others to bring this knowledge to bear on the world’s great challenges.*

Abelson, H., Miyagawa, S. & D. Yue. (2021). On the 20th Anniversary of OpenCourseWare: How It Began. MIT Faculty Newsletter. VOL. XXXIII NO. 5. May/June 2021. Retrieved from: <https://fnl.mit.edu/may-june-2021/on-the-20th-anniversary-of-opencourseware-how-it-began/>

Elements of MIT Education Shared with the World



Poll: Your Participation in Change



Elements of Your Program

- Curriculum development and publishing, curation?
- Professional development?
 - Authoring
 - Pedagogy and use with students
 - Assessments
- Student involvement
 - As learners?
 - As creators?

Sustainability Issues You Might Consider

- Content
 - Static or interactive
 - Course materials, textbooks
 - Assessments
- Platform
 - Authoring
 - Use
 - Repository
- Professional Development
- Maintenance
- Funding Lifecycle & Business Model
- Student learning outcomes
- Champions, Institutional Sponsor, Labor of Love

OER: Content

- What's the existing relationship between faculty and course materials?
 - Do they author and maintain a significant portion of their own material? Or are they using primarily publisher provided materials?
- Are you focusing on open textbooks -> ZTC courses?
 - What about teacher's guides, assessments?
 - Primarily static? Interactive platforms?
- How much curricular content are you creating or using from others?
 - How often are the materials updated?
 - Who does the updating? Publisher or faculty member?
 - How often will faculty need to review the OER they use?
- Are 3rd party materials reliably accessible and stable?

OER: Courseware / Interactive Platforms

- Are you planning on using courseware or an interactive platform?
 - What happens when you change your LMS?
 - Can you migrate from the courseware to another platform? (“Standards” for this are essentially non-existent)

OER: Assessments

- Typical Quiz and Test?
- Authentic Assessment?
 - Who creates the assessments?
 - How often are they updated?
 - Migration to future platforms?

Initiative Funding

- How is the initiative being funded?
 - External or internal grants or other one time funding? What happens after the one-time funding ends?
 - Does the initiative assume or require a fundamental change in work expectations? For example, will faculty be expected to write and maintain their own course materials?