

# Unicycle OER Project



A sustainable model for OER implementation at  
Leeds Metropolitan University.

Simon Thomson @

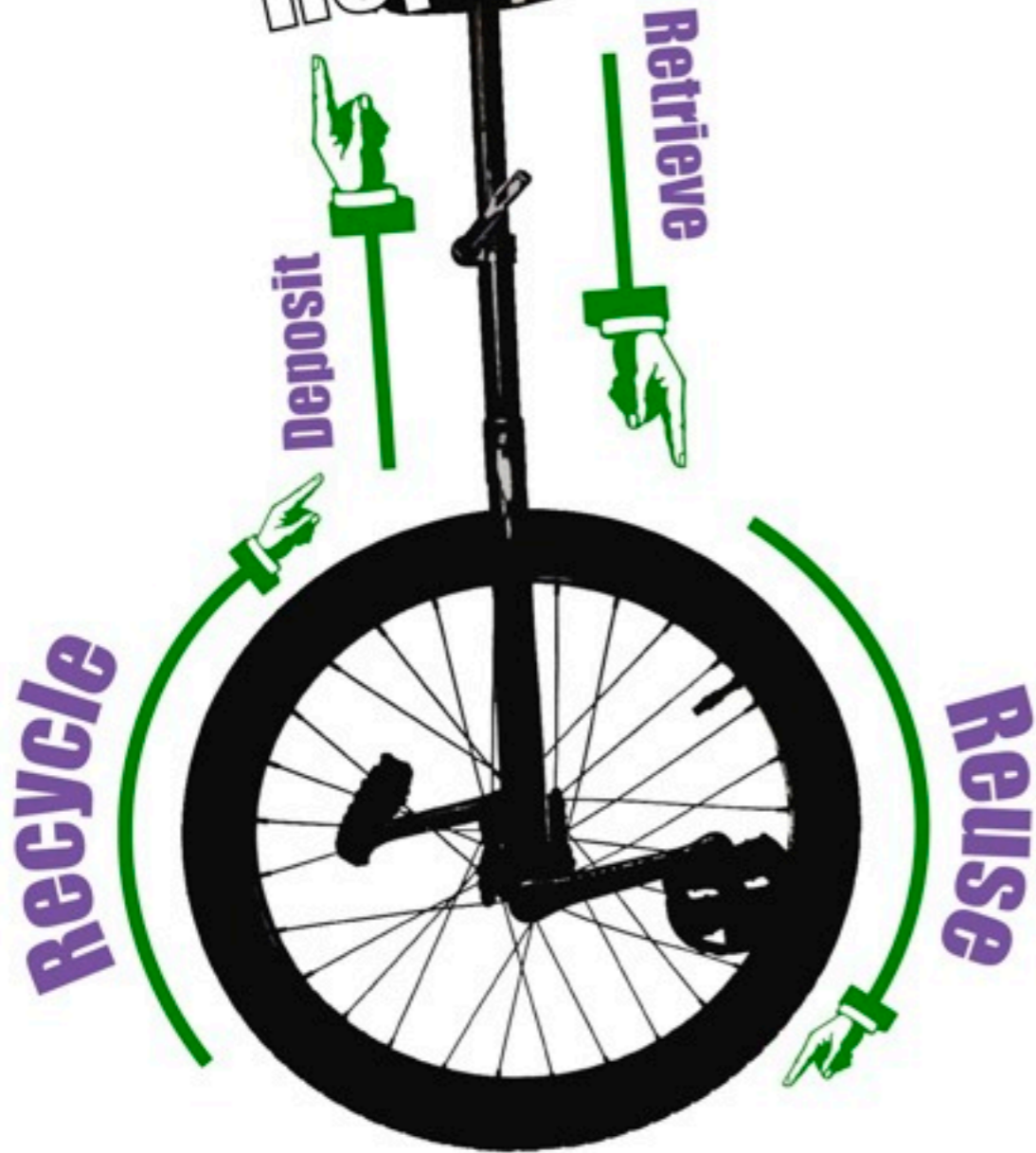


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# OER Repository



<http://repository.leedsmet.ac.uk/>

- Sustainability
- Our Approach
- Co-ordination
- Quality
- IPR / Copyright
- Reward & Recognition
- Submission Process
- Successes
- Challenges
- Future

“At least three dimensions have an impact on how to approach the sustainability issues: the size of the operation (small or large), the type of provider (institution or community) and the level of integration of users in the production process (co-production or producer-consumer model).”

**OECD (2007) “Giving Knowledge for Free - THE EMERGENCE OF OPEN EDUCATIONAL RESOURCES”**  
Available online at: [www.sourceoecd.org/education/9789264031746](http://www.sourceoecd.org/education/9789264031746)



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ORGANISATION FOR ECONOMIC CO-OPERATION AND DEVELOPMENT commission report on OER implementation.

Size: - Over 1000 Academic staff / 42'000 students  
Institution  
Producer-Consumer model.



PLANS MUST  
BE OPEN  
TO CHANGE,  
FAILURES,  
MISTAKES

THE CYCLICAL  
APPROACH  
DEALS WITH  
THIS

THE WORLD IS  
ALWAYS  
TURNING

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Cyclical Approach, that staff should use and develop OER. Be consumers and creators. The project should be adaptable for the needs of the implementation

# Central OER Support

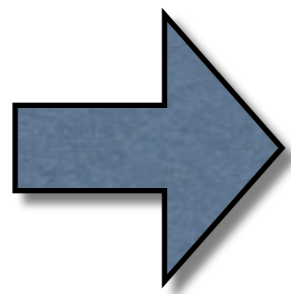
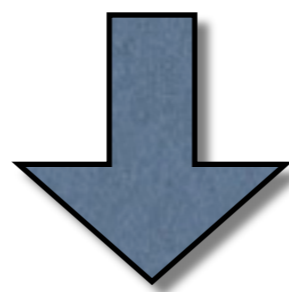


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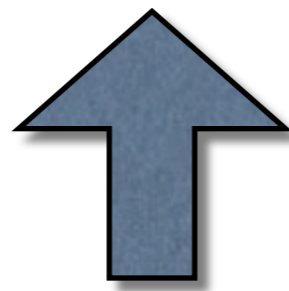
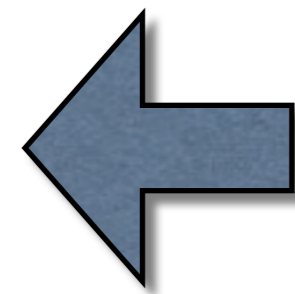


## Central OER support

- Senior Level buy in.
- Important to develop through already established institutional Teams
- IPR advice & support • Creative Commons • RLO design • Institutional policy • Reward & Recognition • Institutional Implementation • Awareness and development • Collaboration (internal & external)
- develop workshops & events



Central  
OER  
Support



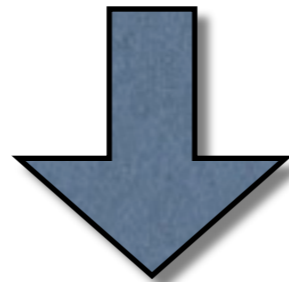
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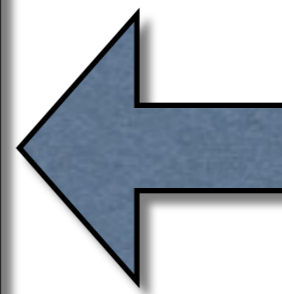
TEL / ALT  
Teams



Office of Pro  
Vice Chancellor  
for ALT



Repository  
development  
team



Copyright  
Clearance  
Office

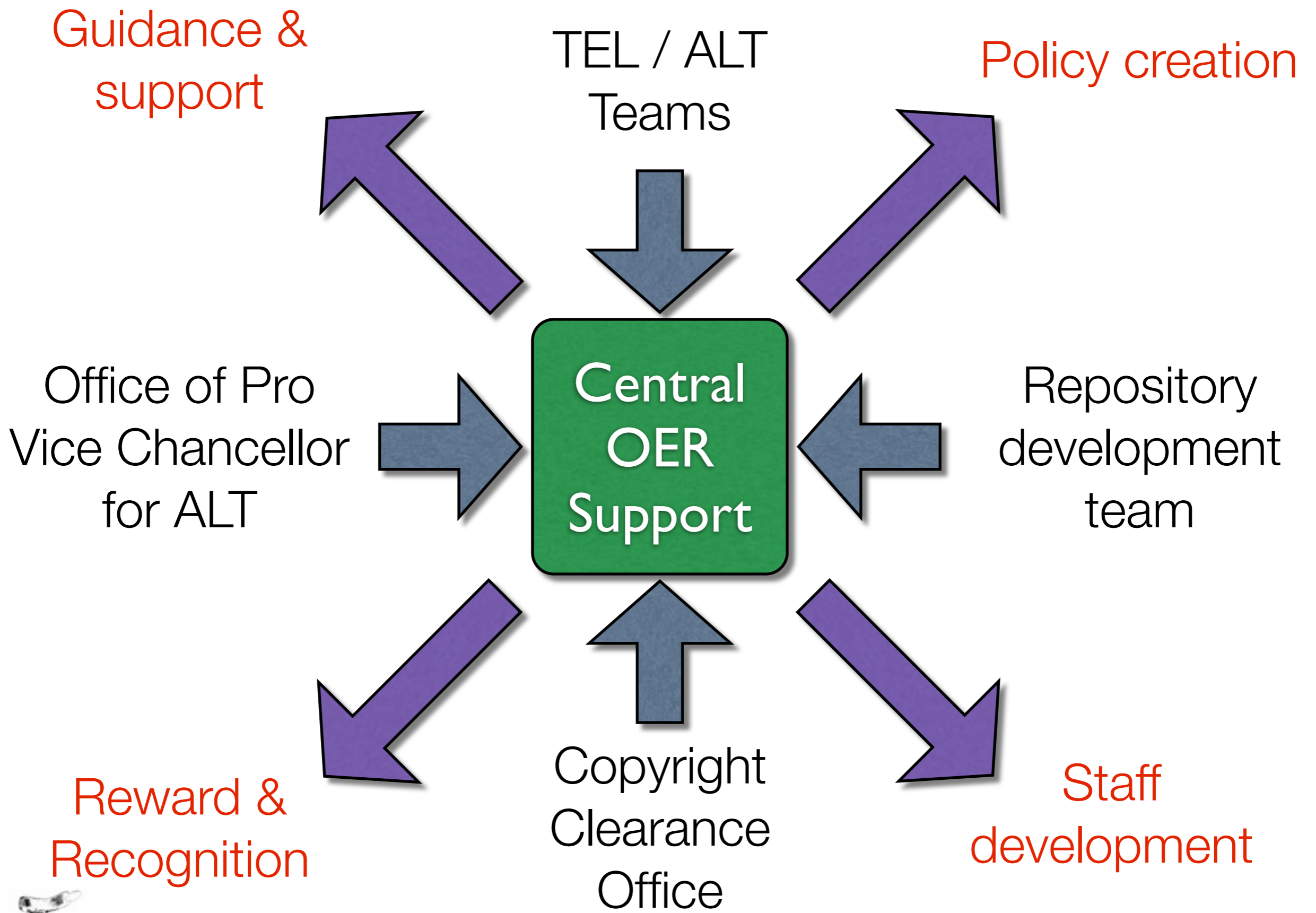


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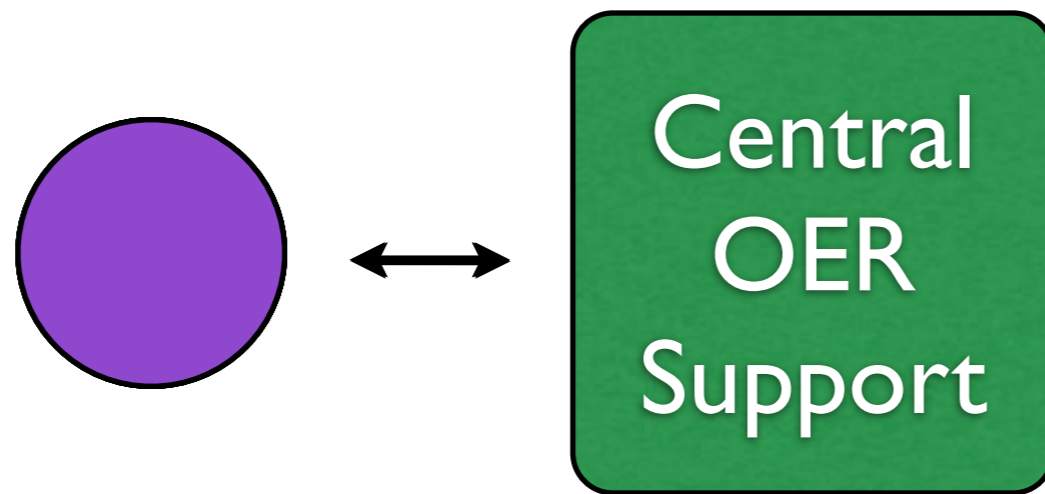
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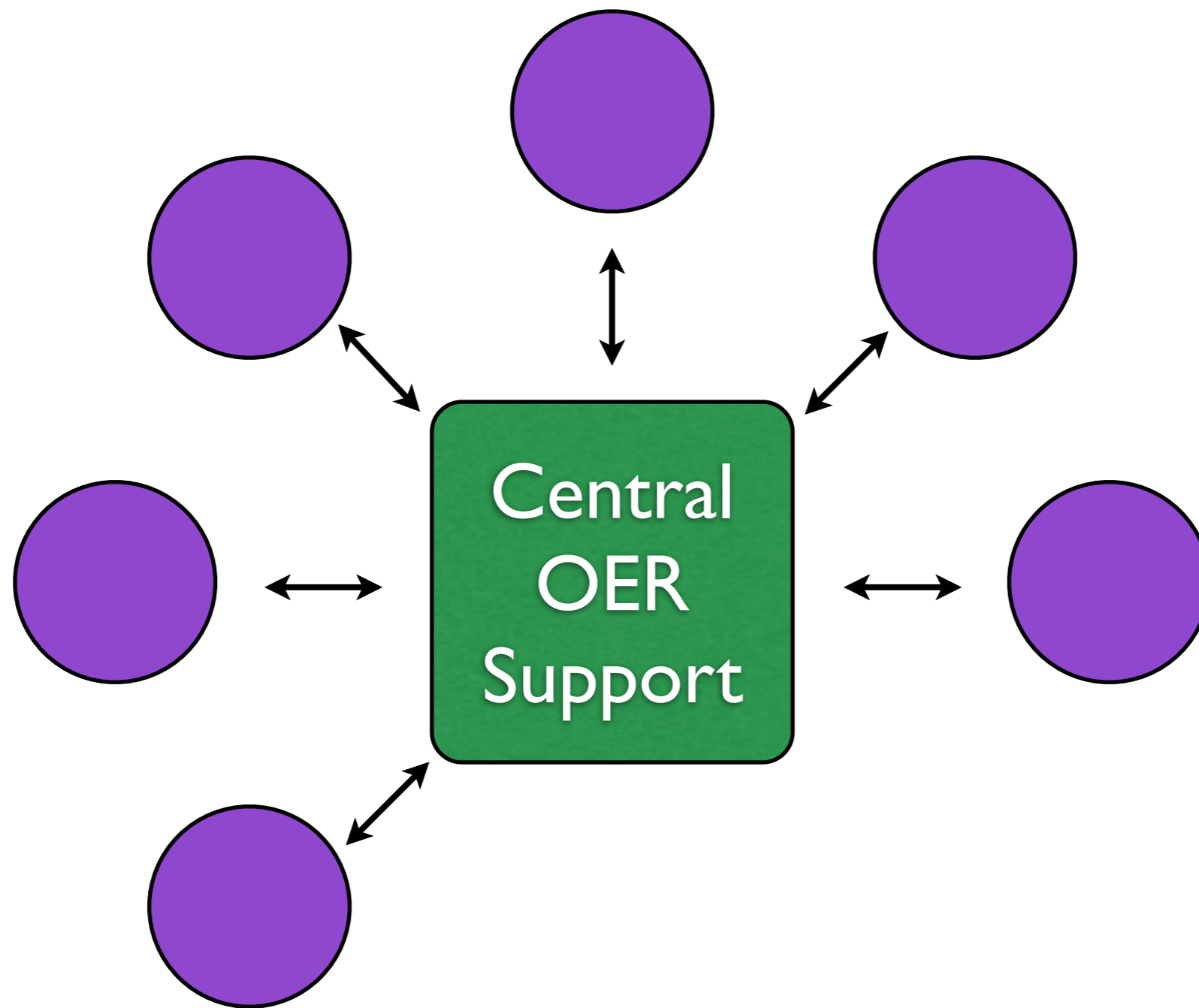


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Ensure institutional engagement.

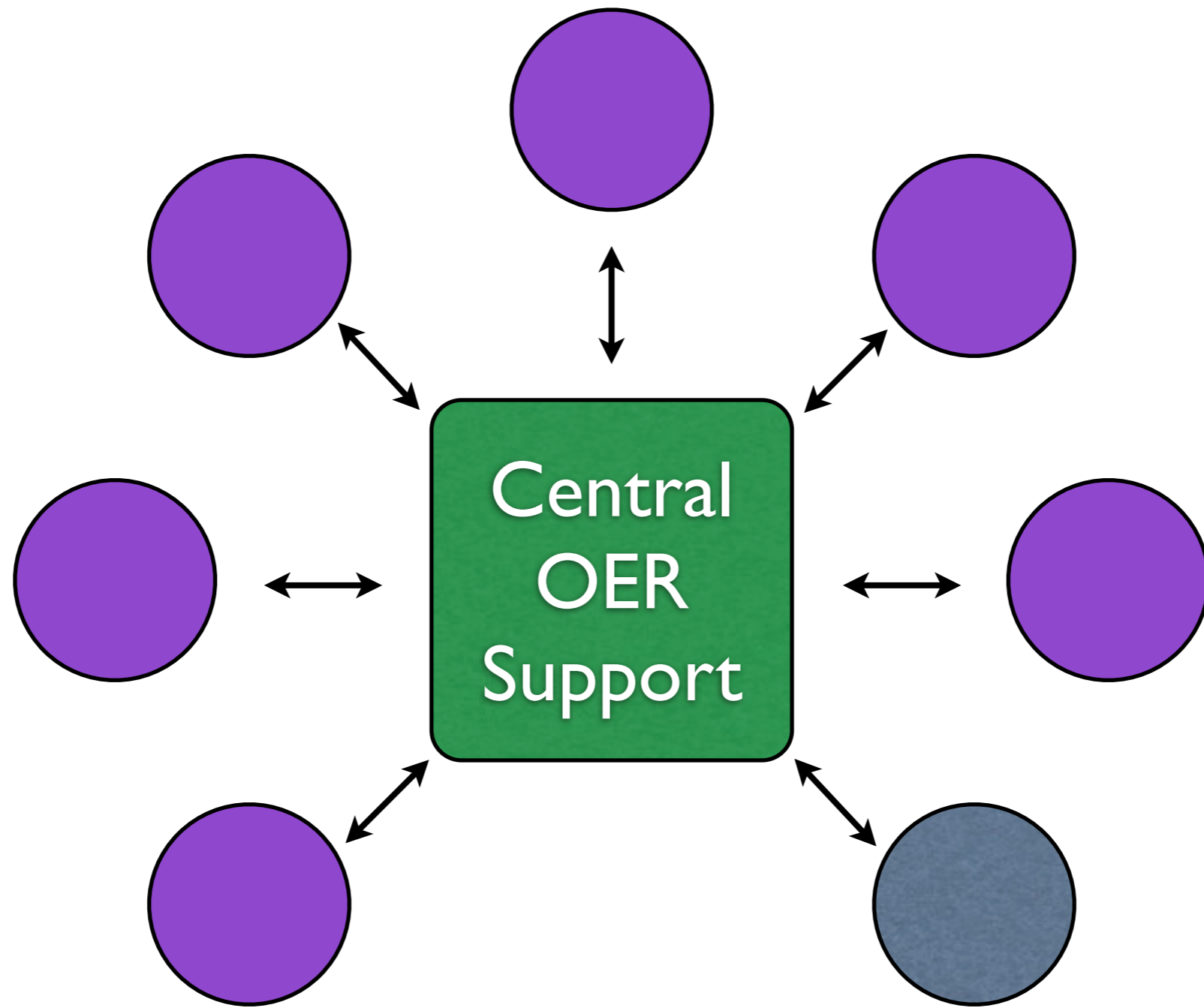
6 Faculties (Health / Business & Law / Carnegie Sport & Education / Innovation North, Information & Technology / International / Arts & Society)  
Each associate dean for ALT assigned a named staff co-ordinator for oer in faculty.



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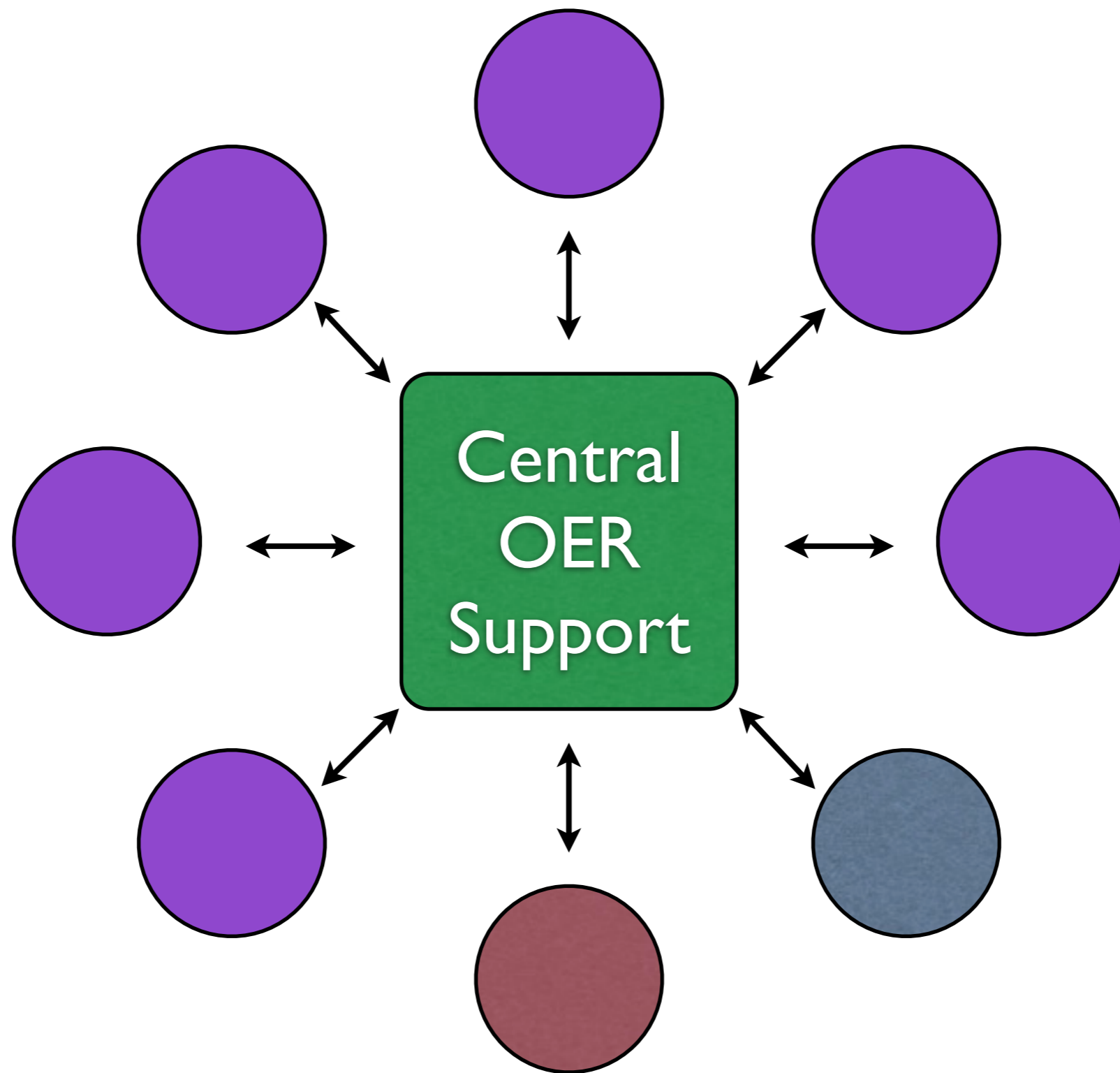
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3 CETL Projects agreed to release materials under OER as part of their project dissemination



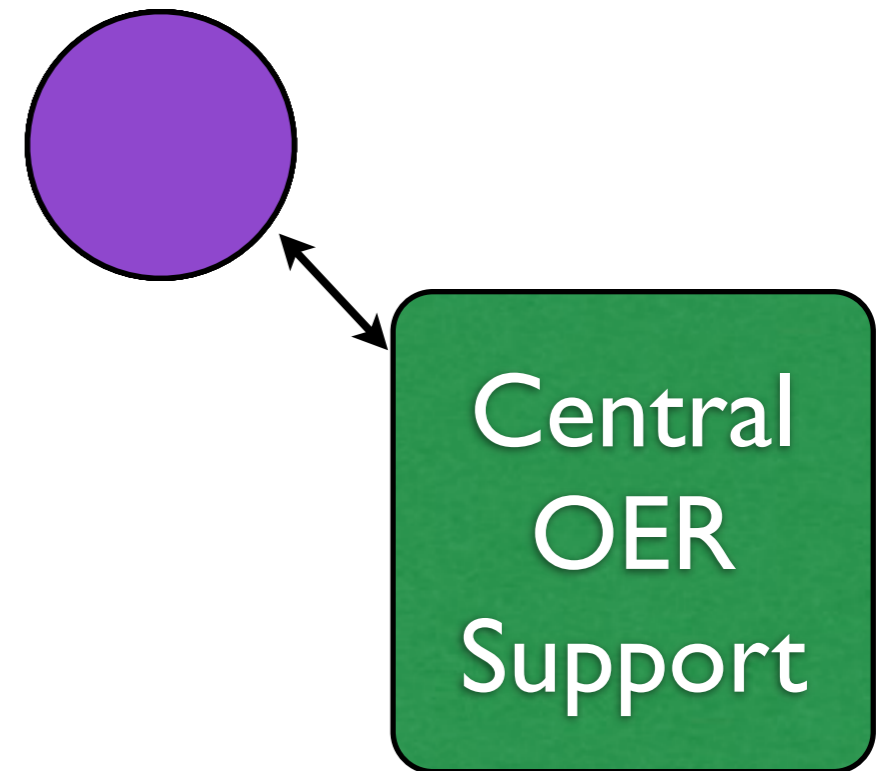
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University support services centres including employability office, skills for learning & Leeds Met you tube teaching channel.  
This model also allows us to adapt and change.

# Faculty / Area Co-Ordinator Roles

- to manage content locally
- oversee quality
- cascade IPR advice and support
- co-ordinate events / workshops
- raise awareness
- submit content to repository
- liaise with central OER team
- feedback on process
- share good practice



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<http://www.flickr.com/photos/lenore-m>

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Originally set out to manage the quality centrally but soon appreciated that this had limited long term sustainability. Diversity of subjects meant that faculties were in a better position to identify the quality of the material. Advised to release material which had been through at least one academic cycle (in essence so that it had been through the institutions own quality review process). Faculty staff in a much better position to see the value of material than a central OER team. Quality vs Usefulness (who are we to decide?) The preferred model of quality assessment for Unicycle OER materials is user evaluated (e.g. star rated). Whilst this will not be implemented in time for the project completion it is anticipated that this approach be implemented as part of a longer term strategy.



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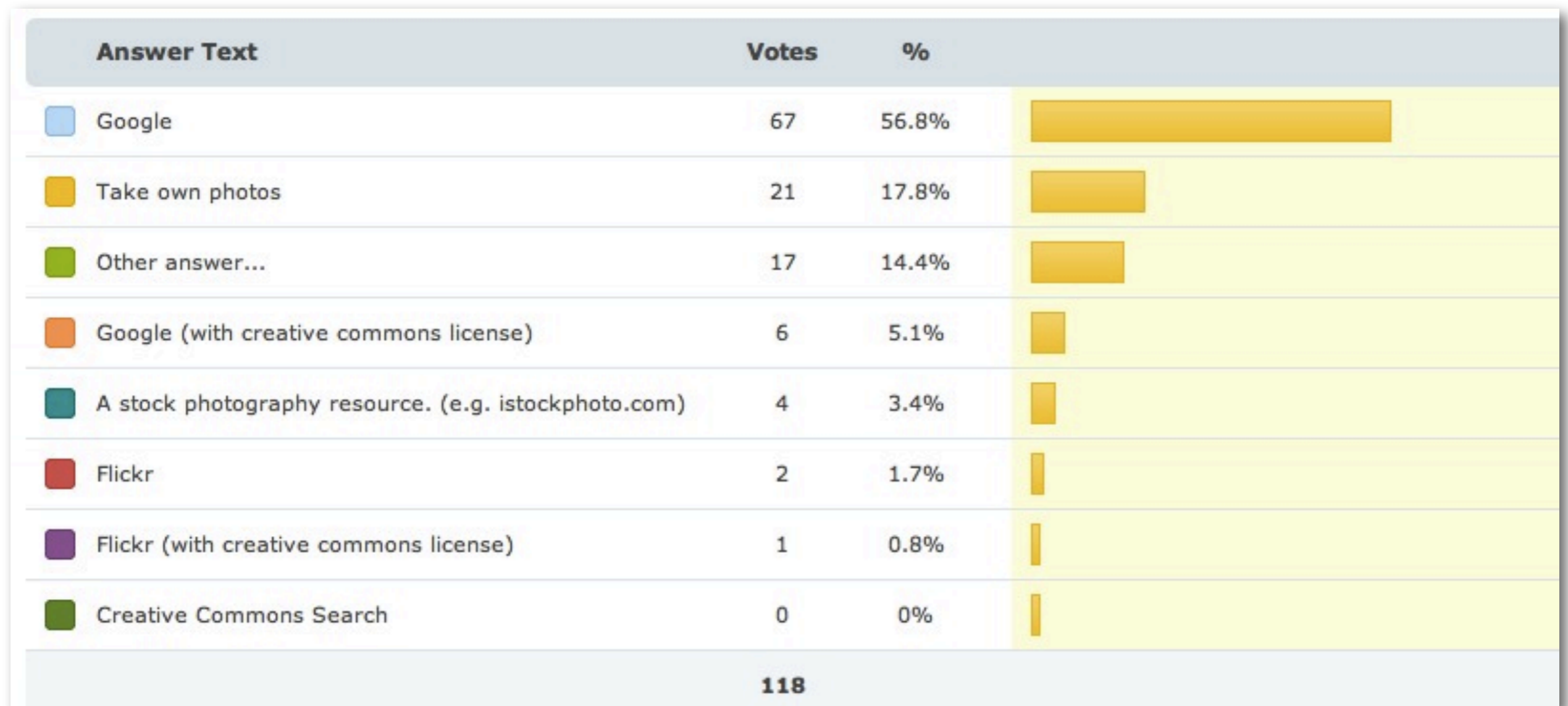
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All materials would be released under CC: BY-NC-SA (Attribution Non-Commercial Share Alike) or BY-NC-ND (Attribution Non-Commercial No Derivatives)

Checking the materials which staff submitted was a time consuming process.

# Challenge of IPR



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Then we hit our first major hurdle! We realised people didn't really know what OER or IPR was!

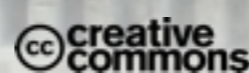
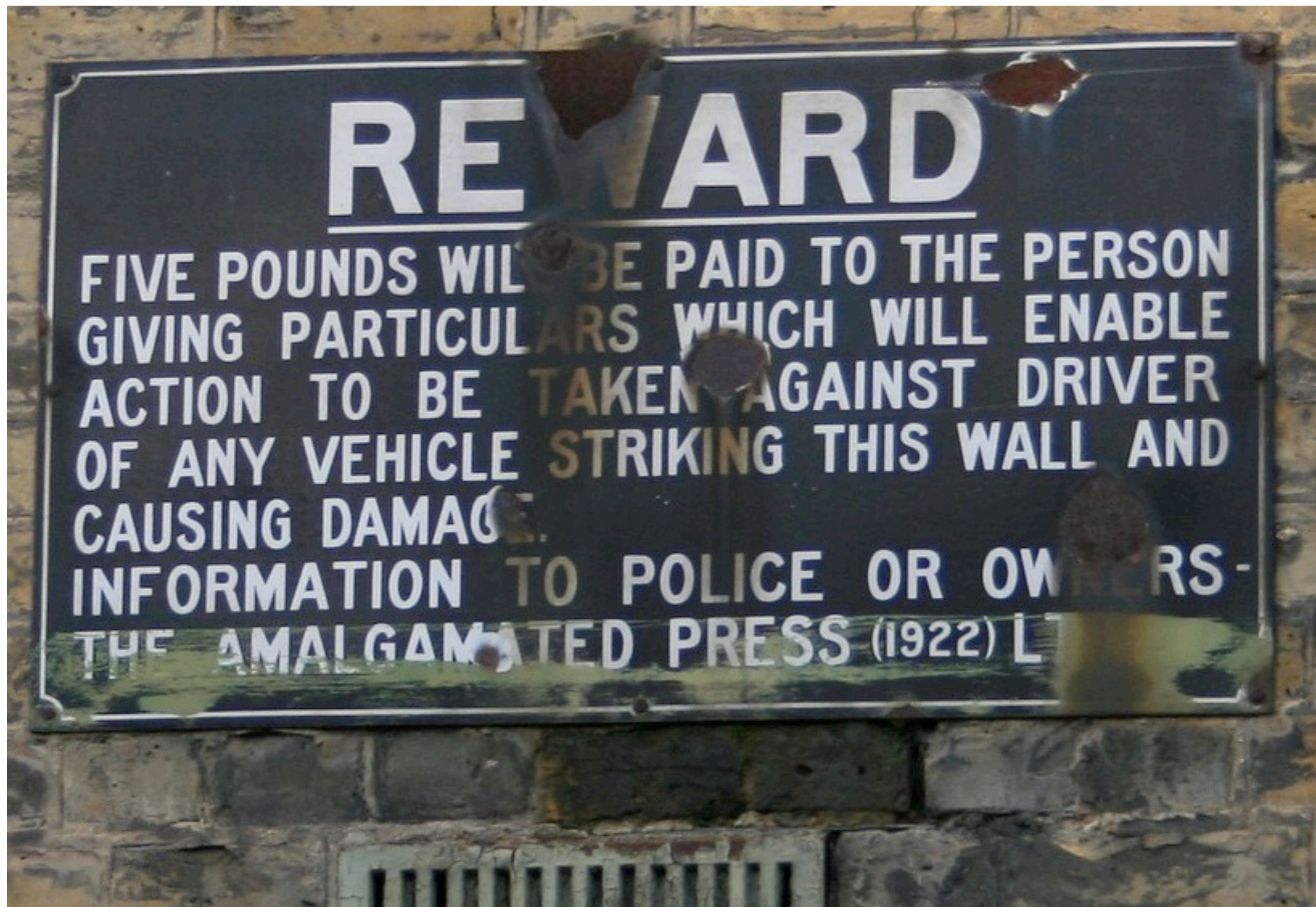
So then began our staff development workshops on IPR & copyright.

Over 250 staff have benefitted from our staff development workshops/events this year.

In 99% of cases we have either removed images or replaced with CC versions.

In the cases where images or copyright material is required it is processed by our copyright clearance officer.





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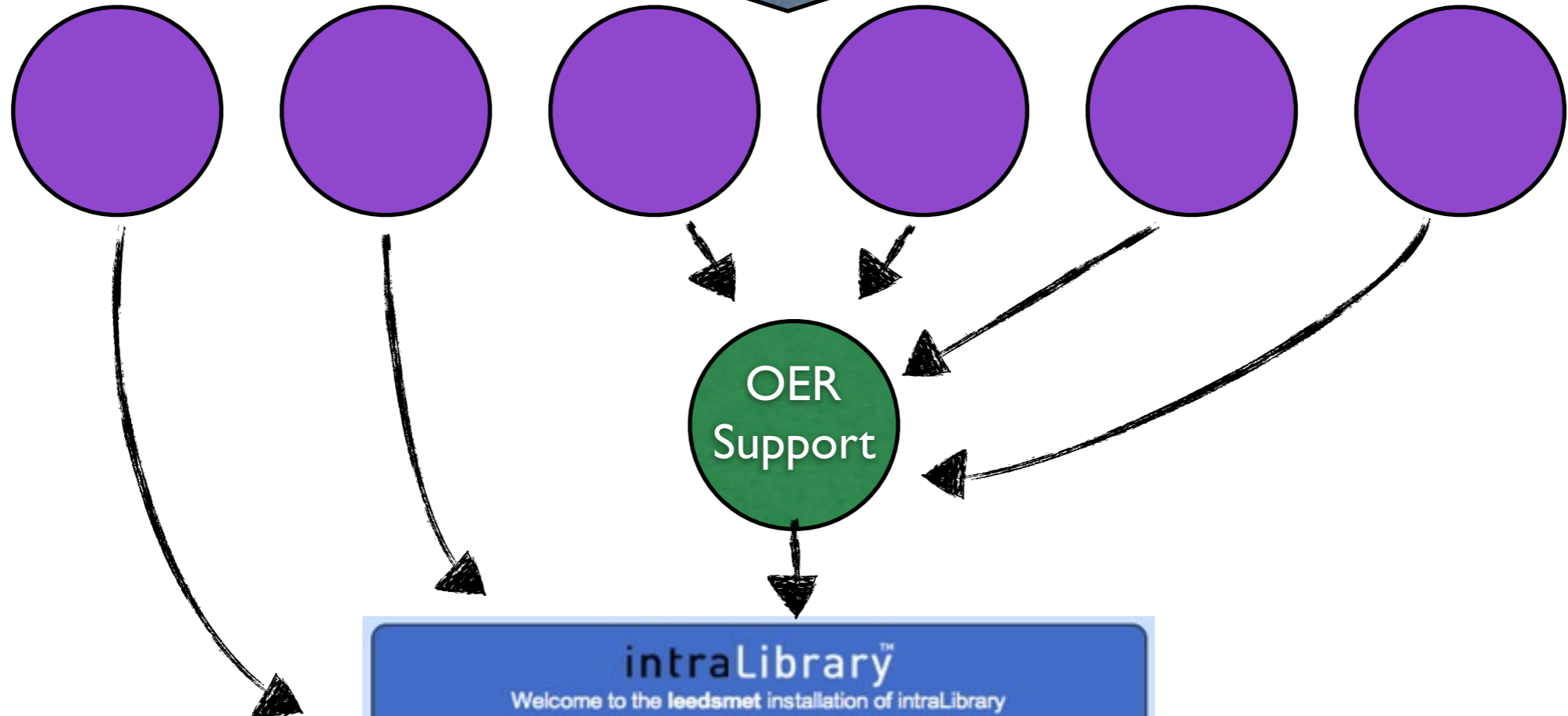


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R&R was an important step in a sustainable model. Is money the only option? Is there an appropriate model for financial gain? Unicycle project is focussed on staff volunteering their materials.

1 - OER is part of the performance development review process. (Staff get recognised for releasing OER material)

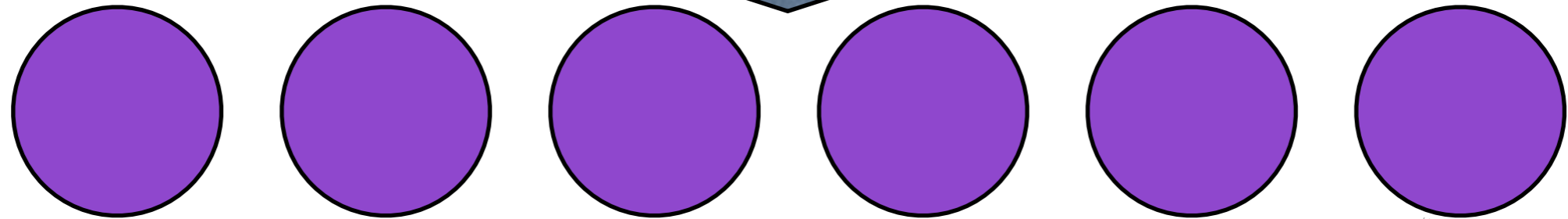
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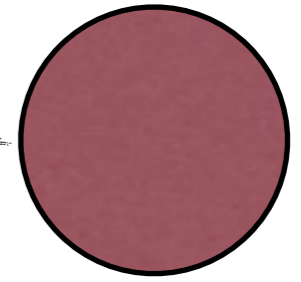
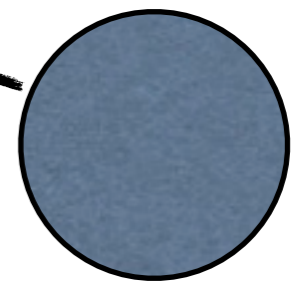
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Current model of deposit.



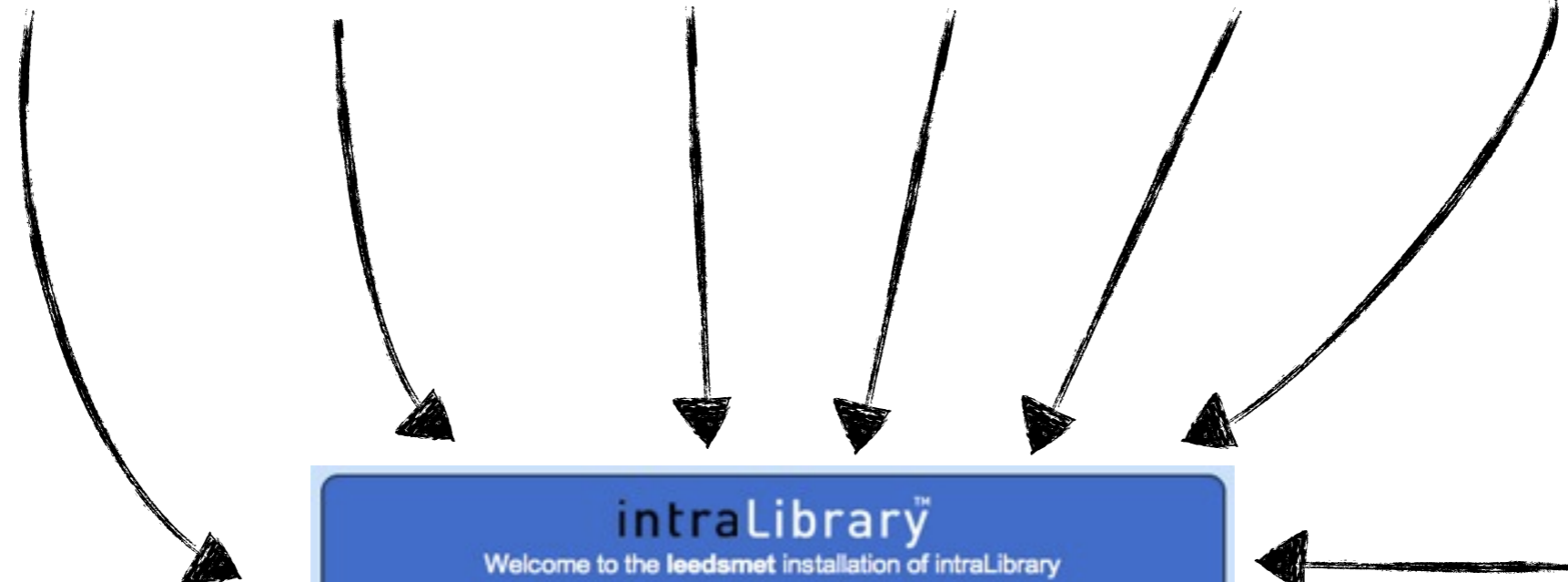
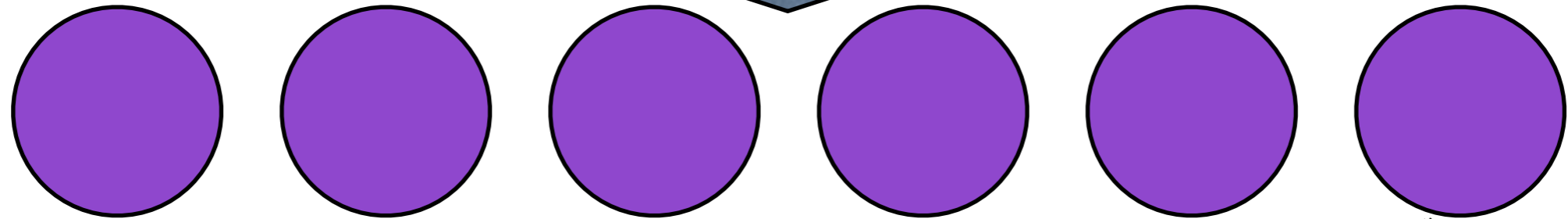
OER Support



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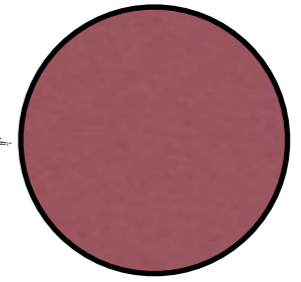
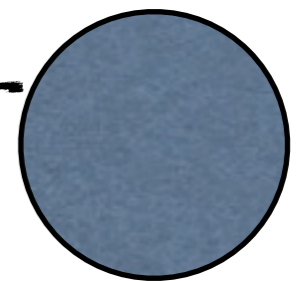


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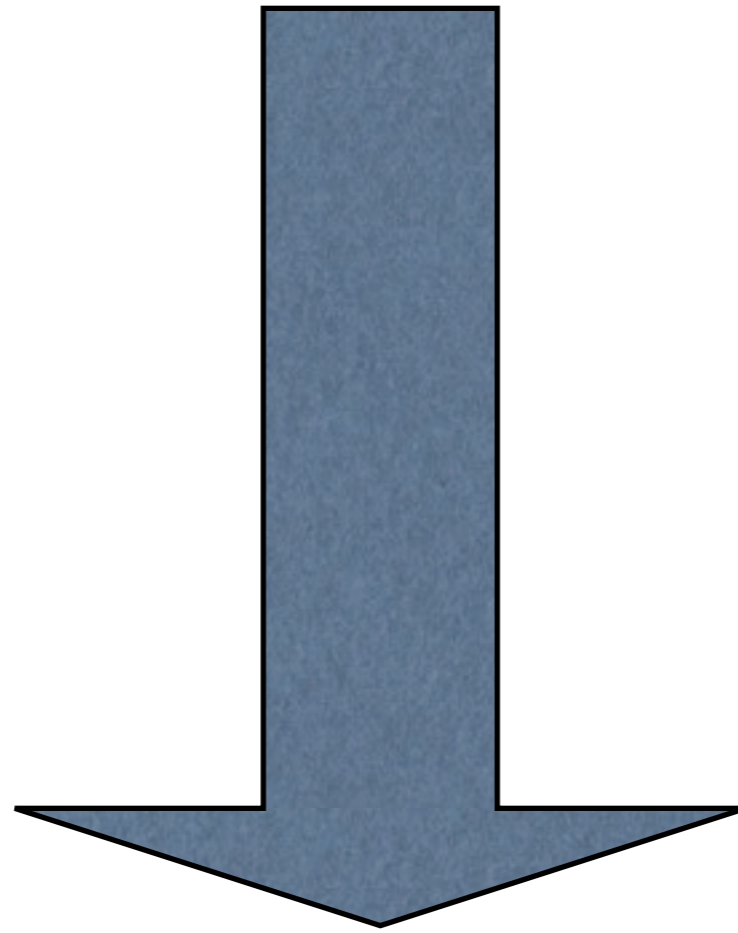
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By the end of the project. Faculty co-ordinator's undertake some of the submission of the materials as this is the preferred long term model rather than a central submission system. Initially Faculty co-ordinator's will collect and submit the OER resources within their area (this will likely require specific staff allocation of duty of approximately 1 day a week, but dependent on the amount of OER material being released within a Faculty). Longer term the institution may wish to consider making available to every member of staff (subject to appropriate staff development) the ability to submit OER materials.

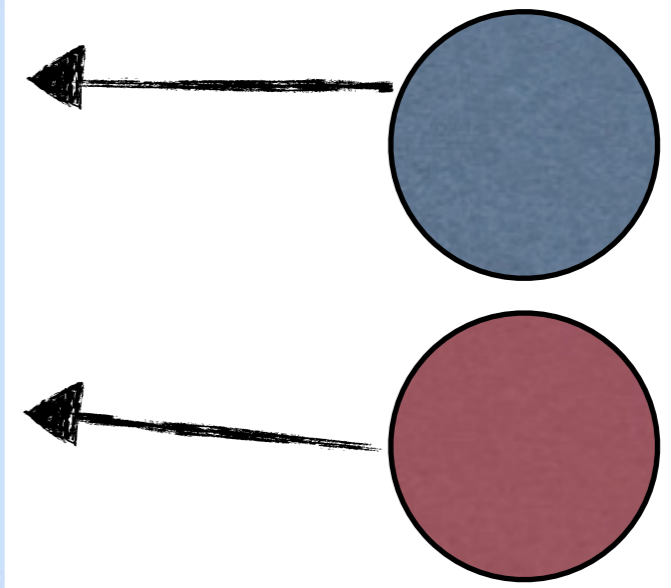


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Longer term? – Maybe this model but this has quality control & ipr issues!



# Future

- OER set as faculty role
- Implemented as a 2009-2011 ALT priority
- Embed IPR & copyright training in staff induction
- Embed OER consideration as part of course validation process
- Set OER annual targets for use & release
- Take OER requests



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