

Open educational resources

and the modern curriculum

Fiona Salisbury
Executive Director, Library,
University Librarian

Steven Chang
Coordinator, Digital Literacies &
Open Education

Dr Kate Davis
Director, Strategy & Analytics,
CAUL



The crisis

Open education

Case studies

Challenges & opportunities

The status quo: crisis



Cost of education

Costs of resources



Student income

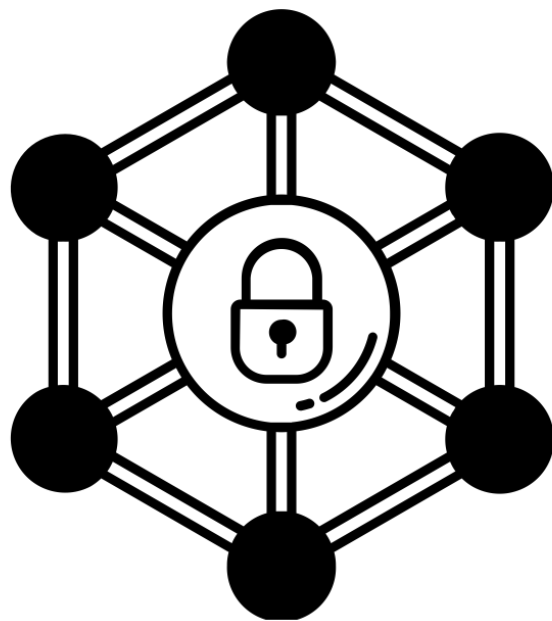
Library budgets



Traditional learning models

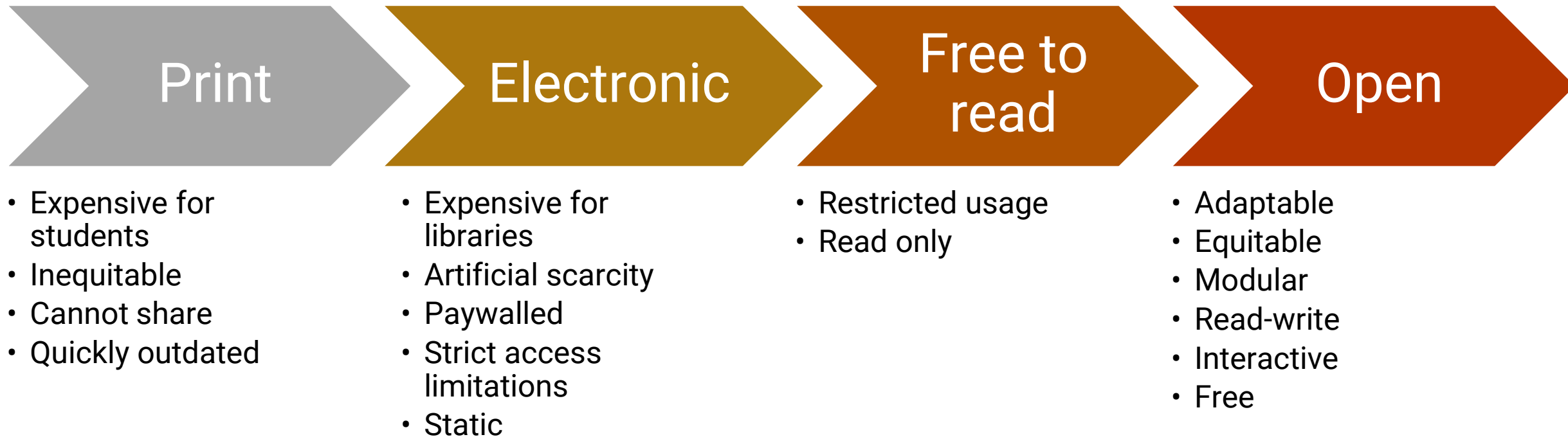
Print-centric pedagogy

Two digital futures



“Whenever we get swept up in the self-reinforcing momentum and seductive logic of some new technology, we forget to ask what else it might be doing, how else it might be working, and who ultimately benefits most from its appearance.”

- Adam Greenfield, *Radical Technologies: The Design of Everyday Life*



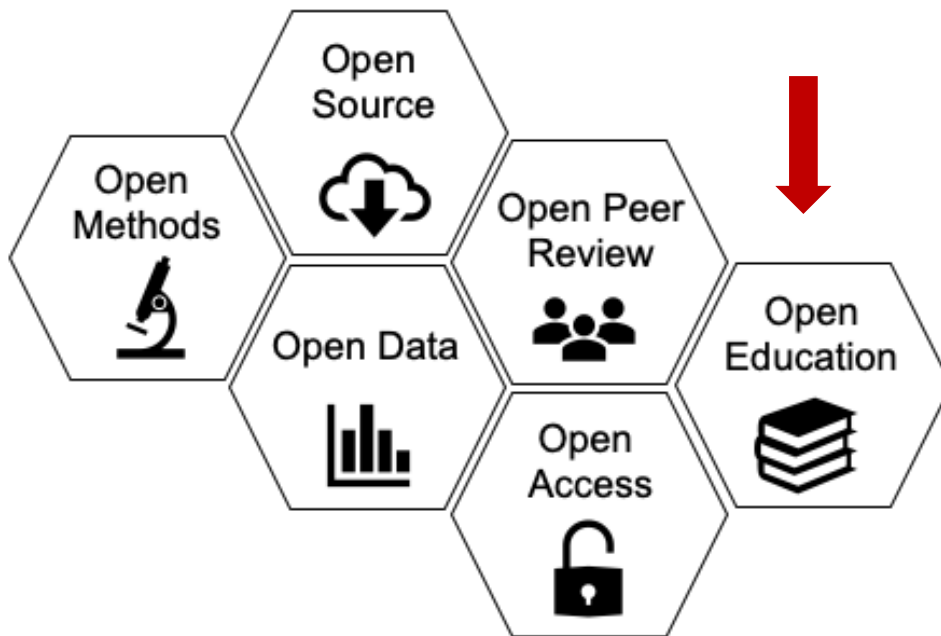
The crisis

Open education

Case studies

Challenges & opportunities

Open educational resources (OER)



*“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.”

[The William and Flora Hewlett Foundation](#)

Enabling new practices



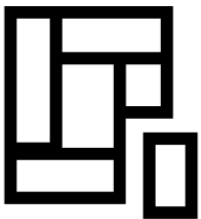
Save time

Don't reinvent the wheel! Adopt existing content to support your course



Make education accessible

Reduce cost barriers to equitable learning. OER levels the playing field



Flexible, modular resources

Easily update content. Keep pace with the changing world. Customise content

Meaningful innovation & engagement

New ways of challenging students via co-creation. Participatory student engagement. Not passive consumption

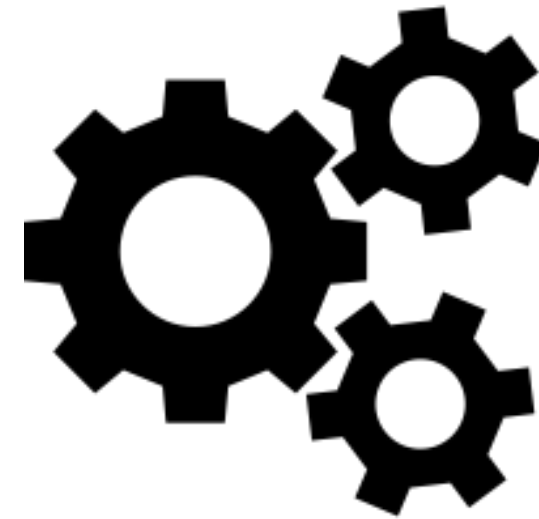


Lifelong learning

Students can revisit learning resources after graduation in their workplaces and communities



Enabling new practices: social learning



- Learning is rarely solitary or static. Instead, it is ideally:
 - social
 - contextual
 - facilitated by shared practices

“Through others we become ourselves.”

“The true direction of the development of thinking is not from the individual to the social, but from the social to the individual.”

- Lev S. Vygotsky, soviet psychologist

Enabling new practices: social annotation

“When we read, we take, we transform, we *do*. This is what we call taking notes... they [notes] are translational at their core, like the ribosomes of human thought.”

- Andrew Piper, *Book Was There: Reading in Electronic Times* (Chicago: University of Chicago Press, 2012), 63.



Read-only culture → read-write culture

The crisis

Open education

Case studies

Challenges & opportunities

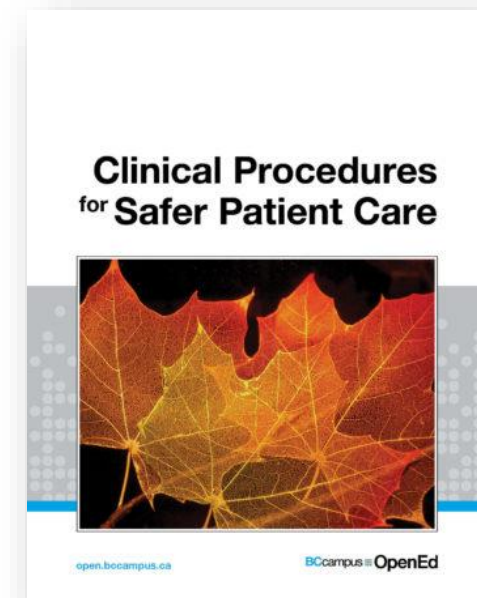
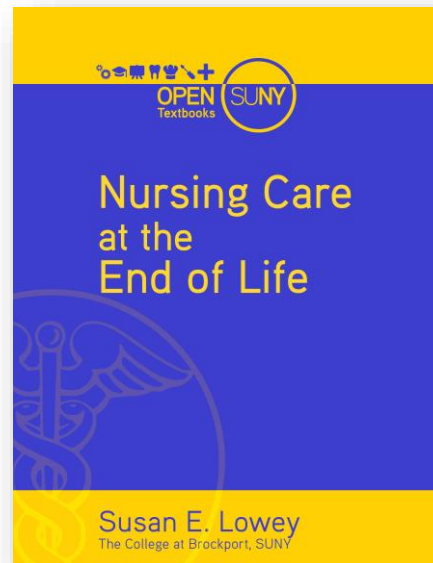
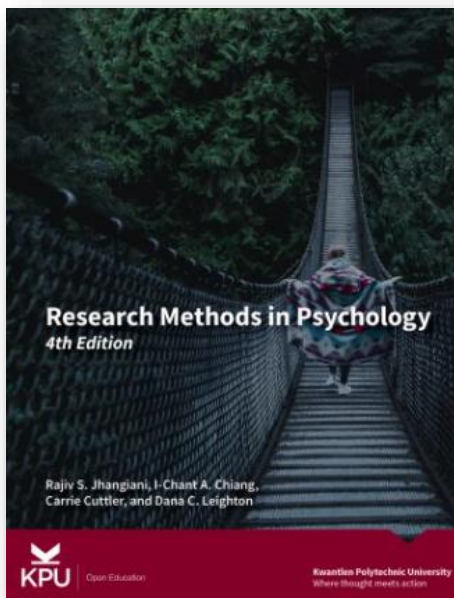
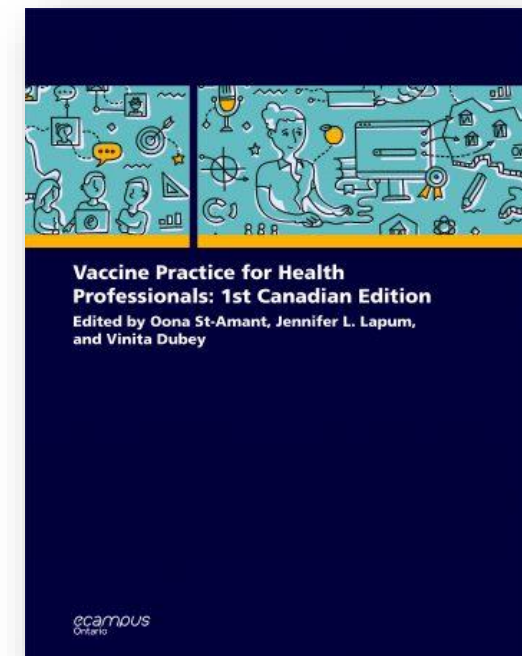
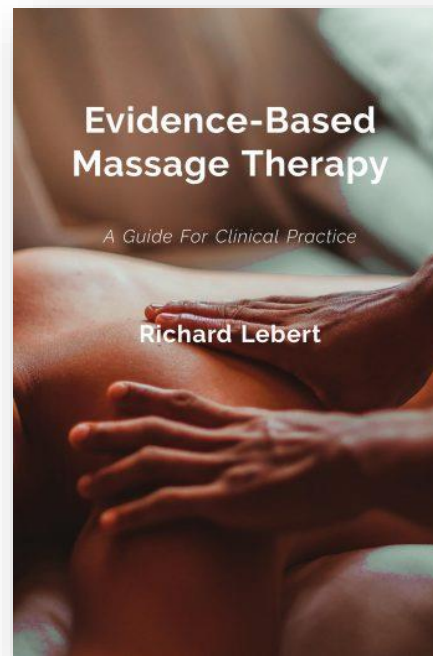
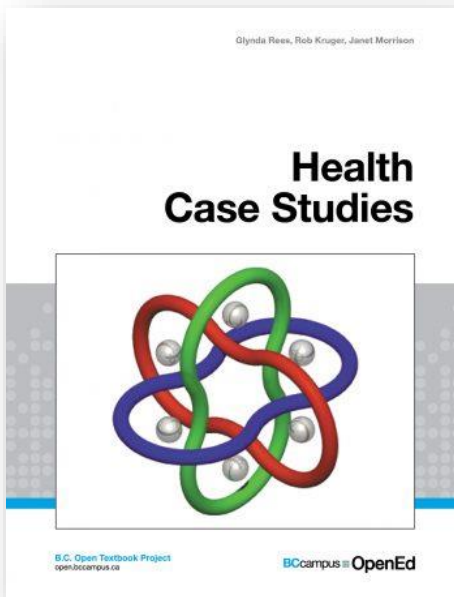
COVID-19 as accelerator

The global Covid-19 pandemic has disrupted learning and knowledge sharing worldwide, at its peak affecting 1.57 billion learners in 191 countries. **In this unprecedented context, Open Educational Resources (OER) represent a crucial means to support the continuation of learning in both formal and informal settings.**

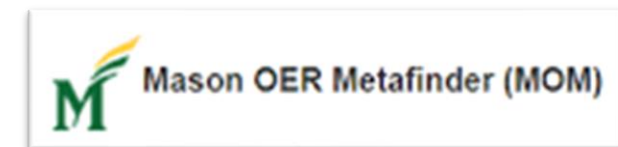
OER are learning, teaching and research materials in any format and medium that reside in the public domain or are under copyright that have been released under an open license , permitting no-cost access, re-use, re-purpose, adaptation and redistribution by others.

- UNESCO [Call to Action](#), May 2020





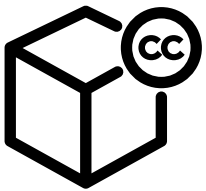
Where can I find OER?



Library as (open) publisher



LA TROBE eBUREAU



Creative Commons



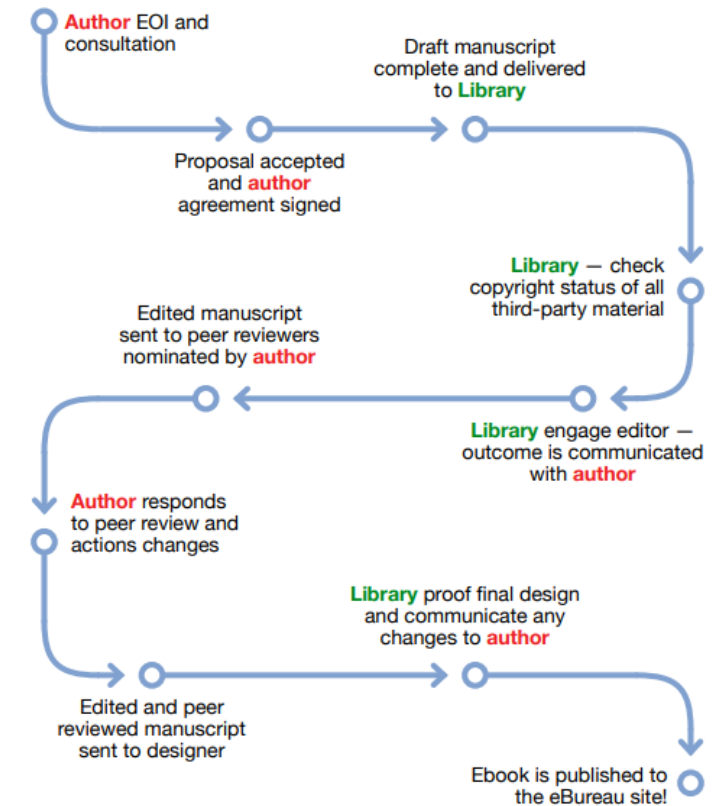
Peer review

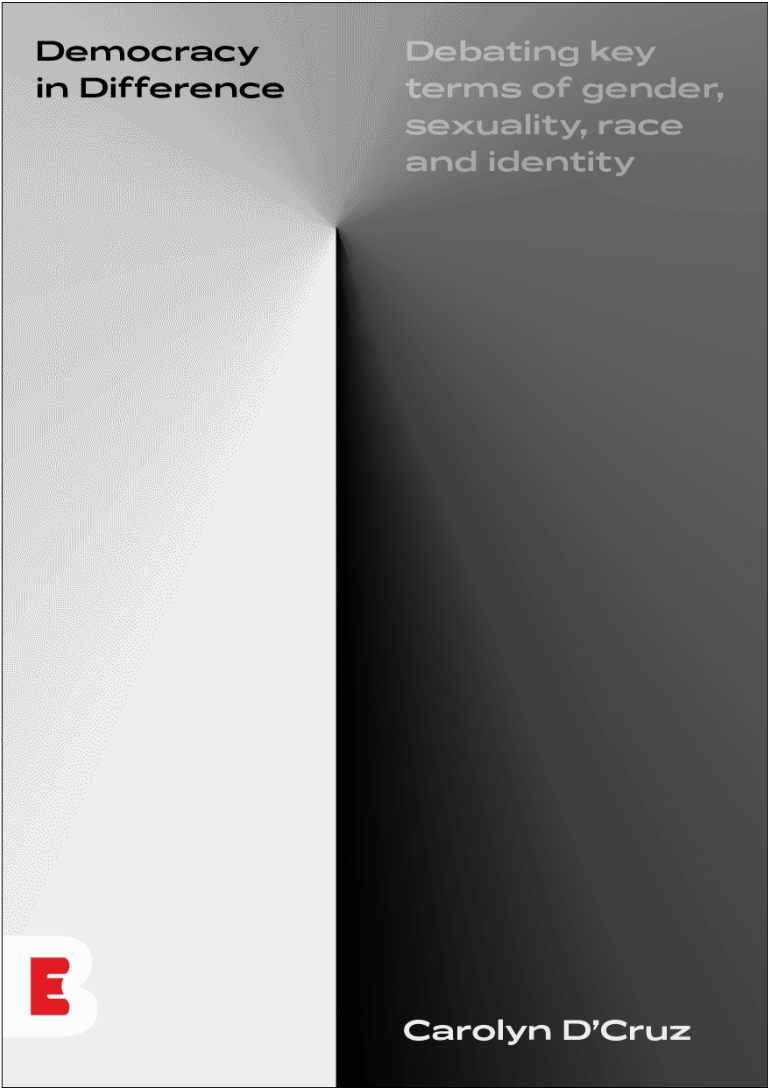


Editing/Design



Multimodal





FEMINISM

Feminism is a set of beliefs, practices, and conceptual frames that understand gender as socially, economically and politically entwined in unequal relations of power. It has links to both activist politics and academic knowledge. Traditionally feminism has been defined as advocating for women's rights and gender equality.



According to Janet Halley (2003), for something to be feminist it usually must fulfil the following criteria:

- It must be concerned with the binary of m/f (male/female; masculinity/femininity), which often takes the form of relations between men and women
- It is concerned with the subordination of women in relation to men
- It carries a brief for women to overcome such subordination

While the category of woman is the basis upon which the struggle for gender equality is fought, feminists have had to confront the problem of feminism's own biases in defining and grounding its identity. Feminism has been criticised for favouring the lived experiences of White, middle class, heterosexual women, especially in its liberalist form. Furthermore, for all its criticism of biological determinism in its different waves of struggle, feminism has also fallen prey to an overly deterministic reliance on understanding the boundaries of woman through recourse to biology.

Feminism has become popularly defined in terms of three waves in the conventional periodisations of Western democracies. The first wave is associated with women's suffrage in the late nineteenth and early twentieth century—the right to vote—as well as issues regarding marriage laws, violence, and male consumption of alcohol and temperance laws.

The second wave is marked during the period of other counter-cultural movements in the 1960s, though many of the issues regarding gender discrimination and inequality are captured in Simone de Beauvoir's landmark text, *The Second Sex*, published in 1949. Second-wave feminism is granted the most space in this entry as it is from within this period that women's studies emerged in the academy. Issues popularised during the second wave focused on reproductive rights, family court matters, workplace gender discrimination, sexual harassment and sexual assault. During this time the *sex/gender distinction* became a tool from which to approach the cultural denigration of women in Anglophone contexts, and the slogan 'the personal is political', coined by Carol Hanisch (1969), 2006), became a catch-cry for demands for changes in the gender order.



(top) 1910s London women's suffrage campaign. (bottom) Portrait of Simone de Beauvoir. Photo by Patrick, 1944.

▶ Seinabo Sey I Owe You Nothing

112

113

LIBERALISM



John Locke
Portrait by Sir Godfrey Kneller
(1713-1716, 1724)

individuals, liberals often take the credit for propelling the expansion of democracies. For Foucault, liberalism also marks the birth of biopolitics, where forms of governance get tied to disciplinary techniques for monitoring and regulating populations.

In European philosophy John Locke is credited as providing the foundational text for liberal ideology with his *Two treatises of government* (1689/2017). The list of liberal thinkers after Locke is lengthy, though most share the idea (most popularly associated with Jean-Jacques Rousseau) of a social contract between the individual and state and uphold the right to bodily autonomy and private property (Pateman, 1988; Bryson, 2003). Carole Pateman (1988), offers a feminist corrective to this in showing how the social contract was also dependent on everyday sexual contracts that preserved patriarchal relations. Furthermore, situating liberalism with a European heritage can betray the influence that Eastern thinkers had on their Western counterparts. Alison Gopnik (2015) provides a persuasive case, for instance, that David Hume was largely influenced by a student of Buddhist philosophy. Acknowledging such intellectual exchanges keeps us alert that the European tradition of thought is not as self-contained as its reputation in higher education suggests. Jeremy Bentham and John Stuart Mill are also well-known foundational liberal thinkers who were both adherents of utilitarianism—promoting happiness through the principle of aiming for the greatest good to the greatest number of people (Bryson, 2003). Mill was deeply influenced by his wife, Harriet Taylor, who not only shaped his work on women's rights, but contributed to his famous essay *On Liberty* (Popova, undated).

Mary Wollstonecraft is the most famous feminist liberal thinker. In *A vindication of the rights of woman* (1792) she argued that 'the fairer sex' lacks not reason but education; if given the opportunity to study and engage with public life, women would be able to perform as well as men (Bryson, 2003). To this day, this kind of thinking influences liberal feminists who articulate most of their goals in lobbying for equal opportunity through a framework based on ideas of inclusion and extension of rights afforded to men. Other feminists have been more critical of the liberal feminist's acceptance of the heterosexual nuclear family, the patriarchal bias in the social contract, and the non-questioning stance liberal thinkers have in relation to market capitalism and the nation-state.

Marxists are the most renowned opponents to liberal thinking. In response to the democratic revolutions of the eighteenth and nineteenth centuries, and declarations that citizens of these re-established nations in Europe were all free and equal, Karl Marx wrote a cutting rejoinder tackling 'the Jewish question'. The question of treating all citizens as free and equal raised the issue of how Jewish differences in law and customs could be assimilated into these nations. While democracies were supposed to separate



Harriet Taylor Mill (8 October 1807–November 1858) was a philosopher and women's rights advocate, who made substantial contributions to John Stuart Mill's work.

166

167

D'Cruz, C., (2020). Democracy in Difference: Debating key terms of gender, sexuality, race and identity. La Trobe eBureau.
<https://library.latrobe.edu.au/ebureau/ebook.html#democracyindifference>

Case study:

Research and evidence in practice

- Saves students up to \$123,632+ per semester
- Aligns teaching and content
- Video and multimedia
- Positive student [testimonials](#) praising its clarity and relevance
- Adopted by several Victoria University subjects



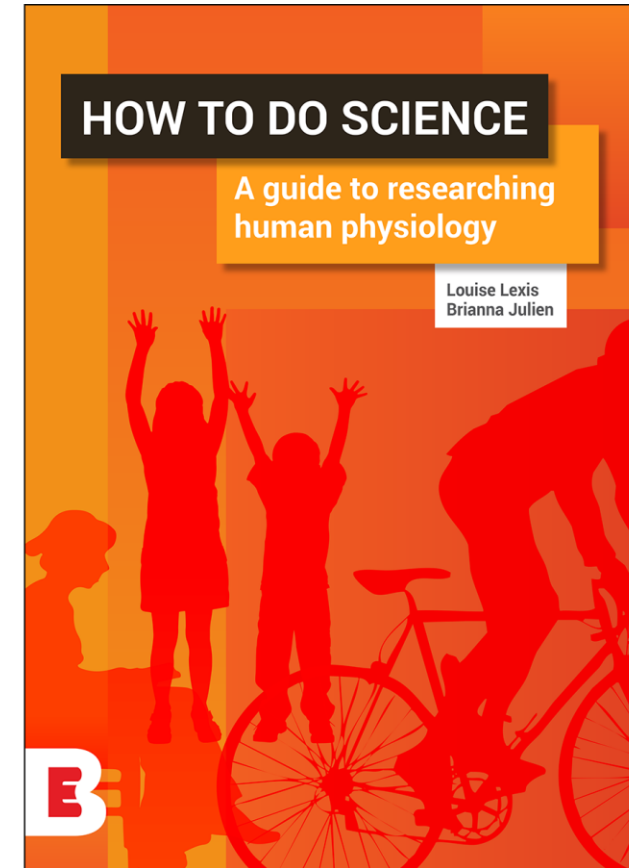
<https://library.latrobe.edu.au/ebureau/ebook.html#researchevidence>



Case study:

How to do science

- Global adoption
 - U.S. universities
 - Indonesian medical school
 - USQ, ACU
- [Research study](https://library.latrobe.edu.au/ebureau/ebook.html#howtodoscience) indicated students liked:
 - accessibility
 - navigation
 - quality of content



Julien, B. L., Lexis, L., Salisbury, F., Russell, K., & Loch, B. (2018). Human Physiology Students' Perceptions of etextbooks: Towards Open Access as an Alternative to Traditional Textbooks. *International Journal of Innovation in Science and Mathematics Education* (formerly CAL-laborate International), 26(7).

<https://library.latrobe.edu.au/ebureau/ebook.html#howtodoscience>

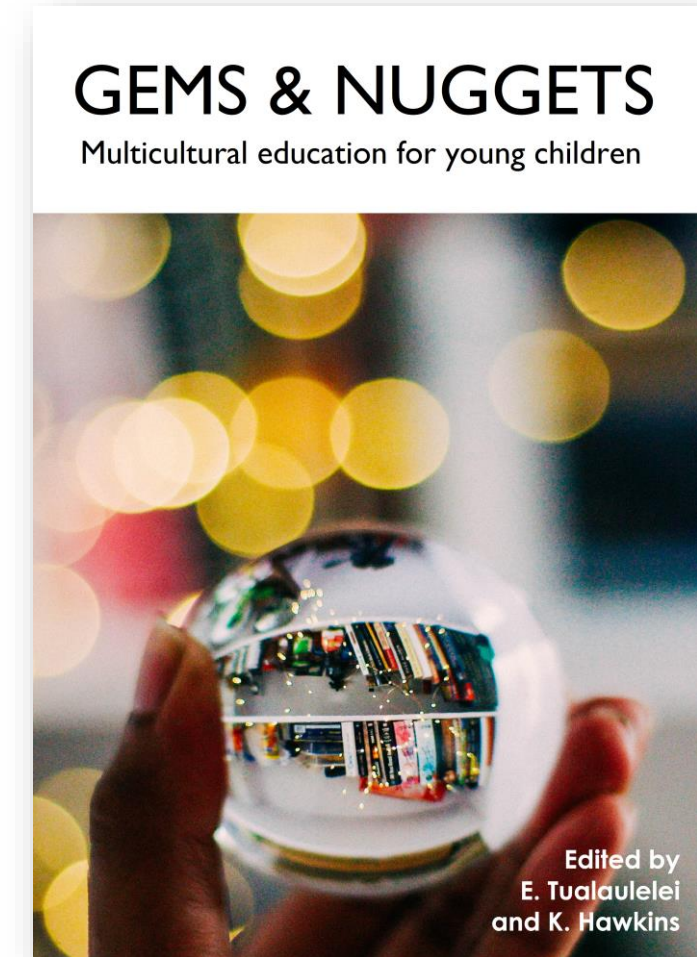
Case study:

Gems and Nuggets

- Students as OER co-creators
- Authentic assessment task
- Activated intrinsic motivation
- Sense of pride
- Plagiarism dropped



<https://usq.pressbooks.pub/gemsandnuggets1/>



Tualaulelei, E. (2020). The benefits of creating open educational resources as assessment in an online education course. In ASCILITE 2020 Australasian Society for Computers in Learning in Tertiary Education, Armidale University of New England Virtual Conference 30 November–1 December 2020 Conference Proceedings (pp. 282-288). Australasian Society for Computers in Learning in Tertiary Education (ASCILITE).

The crisis

Open education

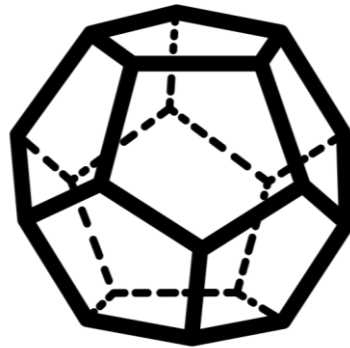
Case studies

Challenges & opportunities

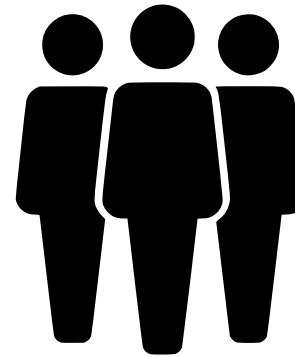
OER in Australia: challenges



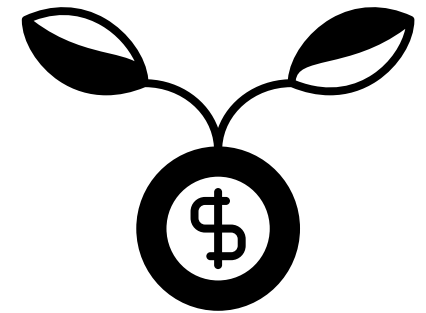
Policy / Advocacy



Infrastructure



Staffing & PD



Funding

Stagg, Nguyen, Bossu, et al. (2019)

OER in Australia: opportunities



Plan advocacy



Create communities



Pilot projects



Grants

A modern curriculum is defined by lifelong learning, student success, digital dexterity, career readiness and new learning paradigms. How can University libraries be best positioned to enable a modern curriculum by building national partnerships for innovation, and working with academics to lead the transformation of learning and teaching at their institutions?

Enabling a Modern Curriculum

Open Educational Resources Collective - Pilot

Lead: Tahnee Pearse (University of Southern Queensland)

Objectives

1. Develop a proposal for a CAUL Open Resources Collective, for review and endorsement by the CAUL Board.
2. Implement the CAUL Open Resources Collective.
3. Facilitate publication of two to three open textbooks.

Deliverables

1. Proposal for a CAUL Open Educational Resources Collective including
 - a. Membership model
 - b. Publishing model
 - c. Budget
 - d. Implementation plan. (Q3 2021)
2. Report on the Pilot including evaluation and recommendations for the future of the Collective. (Q4 2022; Q4 2023)
3. Two to three OERs published. (Q4 2023)

Open Educational Resources Professional Development Program

Lead: Marion Slawson (Federation University)

Objectives

1. Develop a proposal for an Open Educational Resource professional development program.
2. Implement a pilot of an Open Educational Resource professional development program.

Deliverables:

1. Proposal for a CAUL Open Educational Resources professional development program. (Q3 2021)
2. Pilot professional development program delivered in 2022.
3. Report on the pilot program, including program evaluation and recommendations for future offerings. (Q4 2022)

Open Educational Resources Advocacy

Lead: Adrian Stagg (University of Southern Queensland)

Objectives

1. Raise the visibility of the OER agenda for key stakeholder groups, particularly DVCsA and government.
2. Develop and enact a plan for advocacy related to OERs that targets DVCsA and government.
3. Curate and/or create resources to support advocacy work.

Deliverables:

1. Advocacy plan. (Q3 2021)
2. Toolkit of resources to support advocacy work at both national and institutional levels. (Q1 2022)
3. Project report, incorporating an evaluation. (Q4 2022)

5 quick things

you can do

right now

Read



Find out more about the 5Rs of OER and what it takes to make content truly open

bit.ly/5RsOER

Sign up



Sign up for the CAUL newsletter for updates on our OER projects

bit.ly/caulnews

Follow and read



bit.ly/OEPozDigest



Follow @AndersenNikki

Read the ASCILITE
Open Educational
Practices Special
Interest Group
newsletter, OEP Digest

Follow



Follow the Australian Open Textbook Project

australianopentextbooks.edu.au

Check out



oercommons.org

Check out the OER Commons

And a challenge

to finish up

- are you in?

Think beyond your organisation and your specific use case

Before you create new educational resources, ask:

- Could I adapt something that already exists?
- Could the resources I'm developing be useful in other contexts?
- Could I openly license these resources for others to reuse, revise, remix, redistribute and retain?
- What do I need to do to make sure my content is *really* open?

References

Stagg, A., Nguyen, L., Bossu, C., Partridge, H., Funk, J., Stagg, A., Nguyen, L., Bossu, C., Partridge, H., Funk, J., & Judith, K. (2019). [Open Educational Practices in Australia : A First-phase National Audit of Higher Education](#). *International Review of Research in Open and Distributed Learning*, 19(3).

Julien, B. L., Lexis, L., Salisbury, F., Russell, K., & Loch, B. (2018). [Human Physiology Students' Perceptions of etextbooks: Towards Open Access as an Alternative to Traditional Textbooks](#). *International Journal of Innovation in Science and Mathematics Education (formerly CAL-laborate International)*, 26(7).

Mercieca, P. (2020). Open Educational Resources – who has the role of adoption and adaptation of OERs? VALA 2020, 0–11. <https://www.vala.org.au/vala2020-proceedings/vala2020-session-11-mercieca/#>

Tualaulelei, E. (2020). [The benefits of creating open educational resources as assessment in an online education course](#). In *ASCILITE 2020 Australasian Society for Computers in Learning in Tertiary Education, Armidale University of New England Virtual Conference 30 November–1 December 2020 Conference Proceedings* (pp. 282-288). Australasian Society for Computers in Learning in Tertiary Education (ASCILITE).

Health OER featured earlier

[Research and Evidence in Practice](#)

[How to do Science: A Guide to Researching Human Physiology](#)

[Research Methods in Psychology](#)

[Health Case Studies](#)

[Clinical Procedures for Safer Patient Care](#)

[Vaccine Practice for Health Professionals](#)

[Public Health Ethics: Global Cases, Practice, and Context](#)

[A Laboratory Guide to Clinical Hematology](#)

[Nursing Care at the End of Life](#)

[Evidence-Based Massage Therapy](#)

Contact us

Fiona Salisbury
f.salisbury@latrobe.edu.au
[@fiSalisbury](https://twitter.com/fiSalisbury)

Steven Chang
s.chang@latrobe.edu.au
[@StevenPChang](https://twitter.com/StevenPChang)

Dr Kate Davis (CAUL)
kate.davis@caul.edu.au
[@katiedavis](https://twitter.com/katiedavis)



Attribution

Open scholarship family diagram from [Open Social Work](#)

Icons from:

The Noun Project