



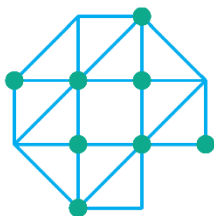
Kennisnet



Some thoughts about sustainable OER

It's all about ownership!

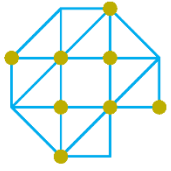
Zone 42 (Ben Janssen, Jan-Bart de Vreede, Robert Schuwer)



Acceleration plan
Educational innovation
with ICT



digital educational resources



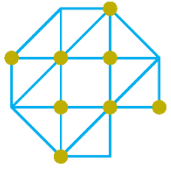
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Agenda

- Frame of reference
- Why ownership?
- Realisation of ownership
- A case from The Netherlands



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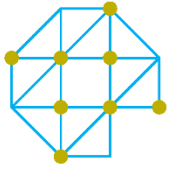
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Our frame of reference for the issues of sustainability and ownership consists of the following notions:

- Sustainability of OER (Wiley, 2007)
- OER are common pool resources (Hess & Ostrom, 2001)
- OER are digital commons (Schophuizen, 2022)
- OER are public goods (Wiley, 2020)



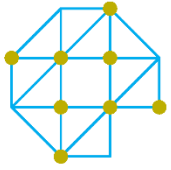
Sustainability of OER initiatives

“... the ability of a project to continue its operations. And certainly, the idea of **continuing** is a critical part of the meaning of sustainability (....).

The definition of sustainability should **include** the idea of **accomplishing goals** in addition to ideas related to longevity.

Hereafter, sustainability will be defined as an open educational resource project's **ongoing ability** to meet its goals."

(Wiley, 2007) (emphasis added)



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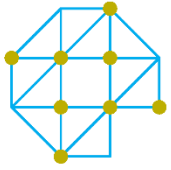
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OER are:

- Common Pool Resources: goods that typically possess a natural or engineered system of non-excludable resources
- Public goods: non-excludable and non-rivalrous
- Digital Commons: managed and maintained by communities of users/producers



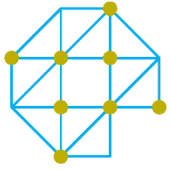
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The question of ownership

- Collections of Open Educational Resources
- **Goal:** creating **ongoing ability** (enduring value) → **sustainability**
- **Ownership:** taking responsibility for creating **and sustaining** value



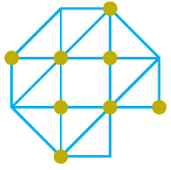
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Sustaining value: business models

- Through public funding (Bccampus)
 - Through internal funding (U. of Edinburgh, U. of Southern Queensland, UK Open University)
 - Through endowments/donations (Wikipedia, OpenStax College, Khan Academy)
 - By participating in an OER network (OERu, African Health OER Network)
 - By offering services to learners (Khan Academy, Lumen Learning, Siyavula, OpenStax)
 - By relying on OER authors (Jörn Loviscach)
 - By producing OER on demand (federal textbook programme in Brazil)
 - Through sponsorship/advertisement (Global Text Project)
 - By offering learning-related data to companies (Hootsuite Academy)
 - **Community-based model (Educred.ro, OER communities in OSGeo)**
-
- **Ownership beats finance**



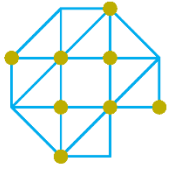
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Community-based model

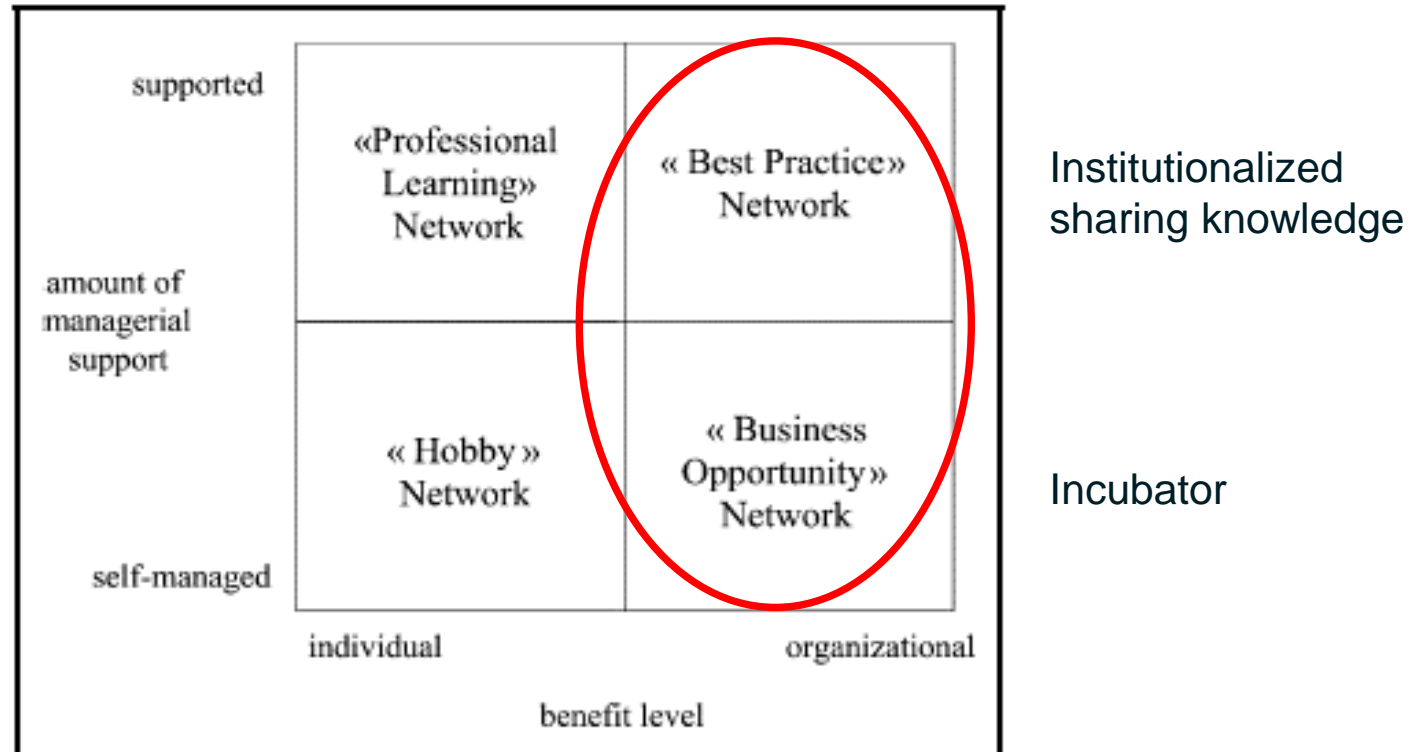
- The members of the community jointly bear the production and maintenance costs of OER, with those materials also being accessible to others outside the community.
- Variations are situations in which students also produce materials, whether or not in co-creation (Open Pedagogy).
- Non-financial incentives necessary in order to acquire and retain participation, for example recognition, the desire to see one's own material improved, efficiency through sharing the workload, etc.
- Contributions by members in various forms (engagement)

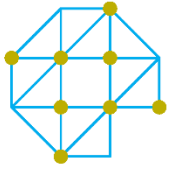


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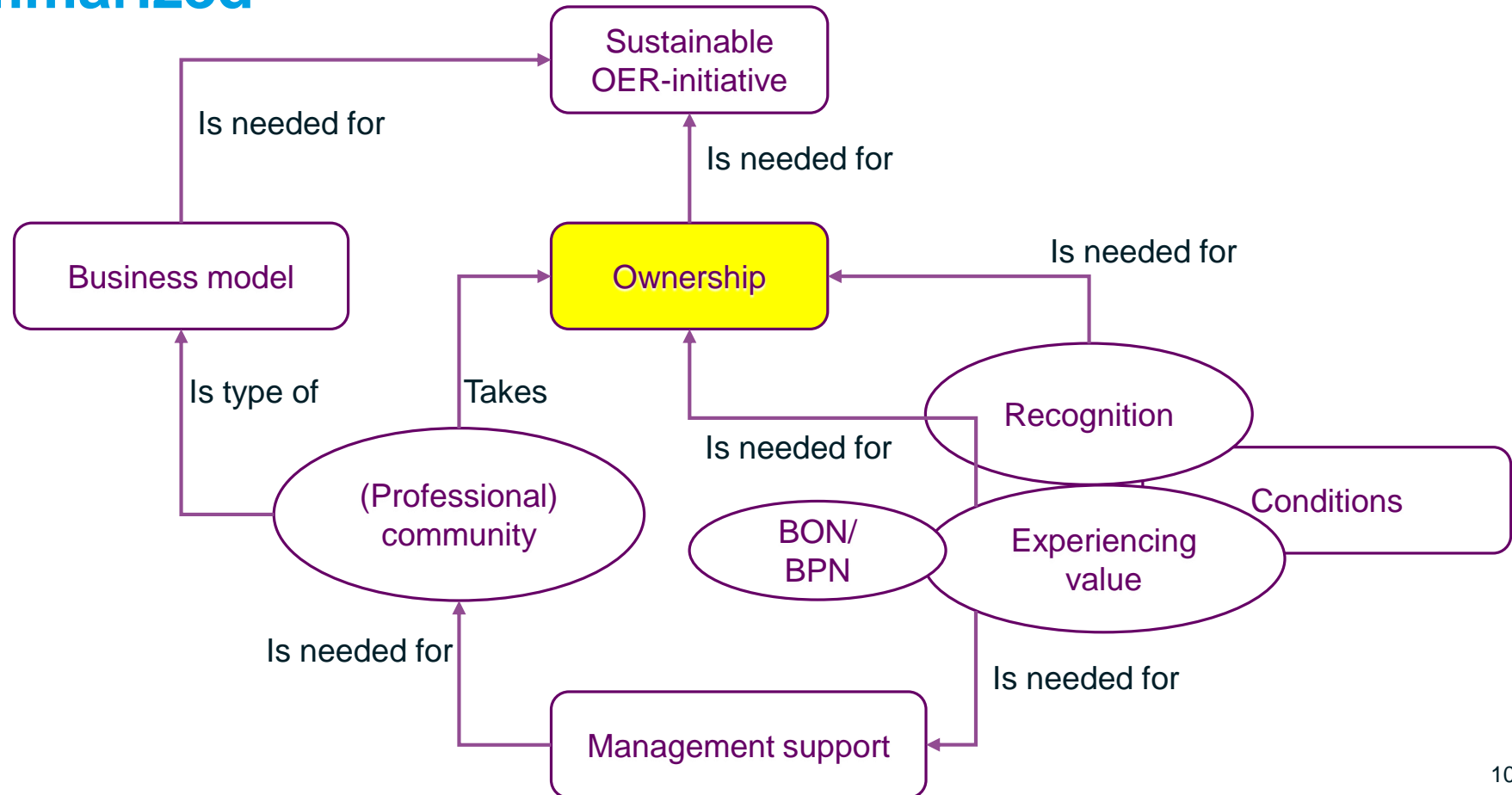
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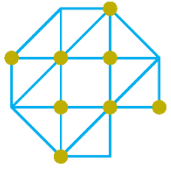
Sustainability community





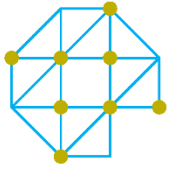
Summarized





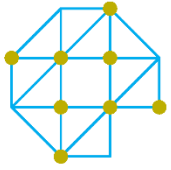
How to translate this to a working practice

- Wikiwijs Platform
 - More than 150K interactive online lessons created (CC-BY and CC-BY-SA)
 - 6M direct visits per year
 - Plus local copies within learning environments
 - Direct links with more than 80 collections
 - Open licensed and open standaard connections to all LMS platforms



Ownership within our communities

- First we facilitate a discussion on a common definition of quality
- Step 2 is a homepage “this is us and what we think is important”
- We make it possible to “certify” materials by a community
- We recognize and reward “creators and owners”
- We encourage ownership of metadata (for other materials as well as their own)



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Colophon

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