

Marshall Smith, “Ruminations on Research on OER”

Read the article at <http://goo.gl/THMylq>

Key Points

The characteristics that define OER potentially add value above or different from those achieved by a similar non-OER pieces. OER could be widely disruptive, but institutional barriers will need to be overcome. There are nine areas of Research that can help OER become more widely adopted.

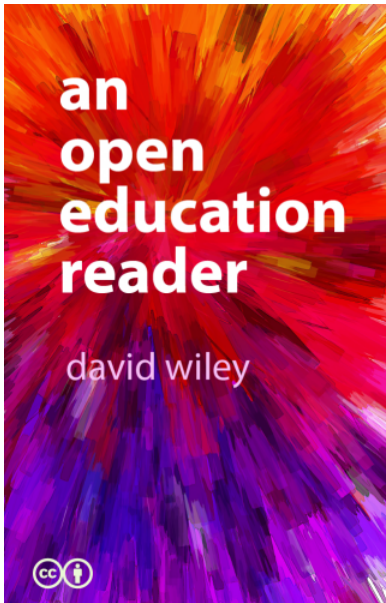
- Policy
 - Positive and negative factors in the political environment
 - Characteristics of current educational policies that constrain or enable the use of OER
- Access/use
 - What added value does OER have?
 - What distinguishes OER from other products?
 - The local conditions that make it possible to easily and fruitfully exercise the 4Rs.
- Effectiveness
 - “As the educational landscape changes, the nature and

content that we expect of student learning might change as well” - also as the job market changes, as society shifts.

- Do OER that are adapted to fit local needs improve achievement and attainment?
- Innovation
 - OER are less bound, and therefore might be more “genuinely innovative”
 - Innovation is by definition unexpected - we should be open to it, especially since we don’t know what could come of it.
- Beyond Formal Education
 - It would be interesting to organize OER by outcomes rather than sectors (e.g. water scarcity, global warming). This is similar to the learning outcome idea we had.
- Sustainability
 - It isn’t necessary for any particular OER to be sustained forever.
- Development and Improvement
 - “Studies to understand and improve the process of creating, altering, and using OER”
- Implementation
 - What is the process for introducing OER into classrooms, schools, districts and countries and how can that process be improved.
- Infrastructure

Additional Resources

<https://edtechbooks.org/-Txh>



Wiley, D. (2016). *An Open Education Reader*. EdTech Books. <https://edtechbooks.org/openedReader>