OER, IPR AND THE ACTOR PROJECT

DESCRIPTION

Gillian Brown, Education Advisor, MEDEV Subject Centre, Newcastle University, talking about solutions to the licensing issues encountered in OER projects.

http://tinyurl.com/7c3u6og

Transcription

Who are you and where are you from?

I am Gillian Brown and I am based at Newcastle University in the MEDEV Subject Centre.

Can you describe your OER project?

My OER project was called ACTOR which stands for Accredited Teaching Open Resources. It was for postgraduate lead/tutors who deal with accredited courses in postgraduate education. But it is things like Masters in clinical education, those kind of courses. It is basically a very small community so it was basically spreading the word about Open Educational Resources. How they could contribute to them and how they could benefit from them.

What from your perspective, made/makes your project special or different, particularly with reference to licensing OERs?

I think what makes the ACTOR project special, particularly in reference to licensing in OER is that this is a very small community of people who take care of accredited programmes in clinical education. So these people are clinicians and they are incredibly busy, trying to get meetings with an absolute nightmare, and because they are so busy I think the OER message has passed them by. Also a lot of them were very unaware of their own institutions and about what they were and were not allowed to do with regards to IPR and licensing.

What are the IPR issues and challenges you have faced in your project?

The IPR issues and challenges that we have faced in the project, is that when you spoke to the academic staff who worked as partners on the ACTOR project and you said to them "who holds your policy and what does your institution allow you to do" they had absolutely no idea. That was a distinct challenge because it is not only the not knowing of what to do but it is also where do they go within their own institution to find out that information. Do

they go to a data protection officer; do they go to the library? They had absolutely no idea, and some of them didn't want to open a can of worms by asking that kind of question, because then suddenly they might find doors slammed in their faces and they weren't allowed to actually do anything. So that was quite a challenge. We did manage to overcome quite a few of them but to start with progress was really really slow for that reason.

How have you overcome them? Can you indicate the tools you have used?

We overcame the challenges, one of the main tools that we used was the MEDEV risk assessment kit. That went through step by step what you had to do if you were trying to make a resource an Open Educational Resource. It would make sure you had crossed the T's and dotted the I's and made sure that everything was done. That came from information that we managed to get everywhere including Web2Rights. I spent an awful lot of time on their website downloading all of the information that was on there relating to copyright. And taking all of the academics, that I was working with, step by step through the tool kit was time consuming but once they had done it once or twice they knew what they had to do and what they had to look for. So, that was the main tool that we used.

Communication wise we blogged all of the time, we used Skype, we used Elluminate for the meetings that we had. Because like I said clinical diaries are a nightmare, and trying to pin down these people was very difficult face to face, so Elluminate was really useful. Also when it came to project management we used Bascamp, for project management. That was a fantastic tool because there are a lot of different things on there like whiteboards, and you can put spread sheets in and everybody is copied into everything if they want to be, or they could have somewhere they could refer to. So there was quite a lot of technology that we used, including things like Facebook and Twitter and all the different types of social technologies, so that we could advertise when something had been uploaded as an Open Educational Resource.