

OER Research/Production Priorities

Forums:

UNESCO / Community of Learning (COL)

Educational Technology Forums

National Education Associations; Teachers Associations and Unions; and Schools of Education

National Ministries of Education/Culture/Technology (varies by countries)

Regional/state educational councils

Bridges to Build

Open Education Community (not just lawyers!)

Students (as consumers, but also creators) and Parents

Distance Learning Community

Broader *Open* community – FOSS, OA, CC, Wikimedia

Publishers

Priority Research and Analysis Needs:

- 1) Map the relationship between copyright limitations and exceptions and OER.
- 2) Map the different purchasing and decision structures in textbook/resource acquisition so that they can be related to the models for content creation and maintenance. Important both to understand how the path to OER adoption is different in different places, but also to think about best methods of OER content creation in 3), below. (Focus on comparative methods)
 - a. K/12 vs. Higher ed.
 - b. Single national/state tender vs. more decentralized decision making
 - c. All levels: public vs. private paid (but formal only at this stage)
- 3) Evaluate the models of OER content creation. OER can be created through multiple models, and picking the right one for the political/purchasing environment matters. Also, purchasers and gov't officials may benefit from education on new purchasing processes for OER creation.
 - a. Government commissions OER, gets copyright
 - b. Government has open tender for OER, gets copyright
 - c. Government has open tender for OER, requires open license
 - d. Creation of OER as a service
 - e. Volunteer or teacher created OER

- f. Commercial market supplied OER products and services
- 4) Research the legal structures that encourage or discourage the creation and use of OER
- a. Obstacles for OER
 - i. Procurement
 - 1. Distinguish procurement of CC-licensed and other OER from the targets of anti-corruption provisions
 - 2. Create standard guidelines/suggestions for the procurement of authorship rather than books as a tangible good.
 - ii. Circumventions of non-competes to recruit high-profile authors for higher education
 - 1. Are the non-competes valid
 - 2. Do they apply to non-commercial work (who is the “publisher”/is there a “publisher” in OER.)
 - iii. License Uncertainty
 - 1. License incompatibility/License proliferation
 - 2. No clear standard for “free” licenses for OER
 - b. Opportunities and mandates for OER
 - i. Gov’t mandates for open access
 - ii. Gov’t mandates for cost-saving/competitive procurement

Commitments:

- 1) Education of public officials on methods to pay for the creation of OER and how to procure existing OER
- 2) Enunciate the complementary relationship between L&E for education and OER. OER availability shouldn’t be used to argue against the need for strong L&Es for education, and creators of OER should feel empowered to use L&Es for education.
- 3) Push for evaluation as a standard part of OER creation and OER implementation experiments/initiatives