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# ocTEL Producing engaging and effective learning materials

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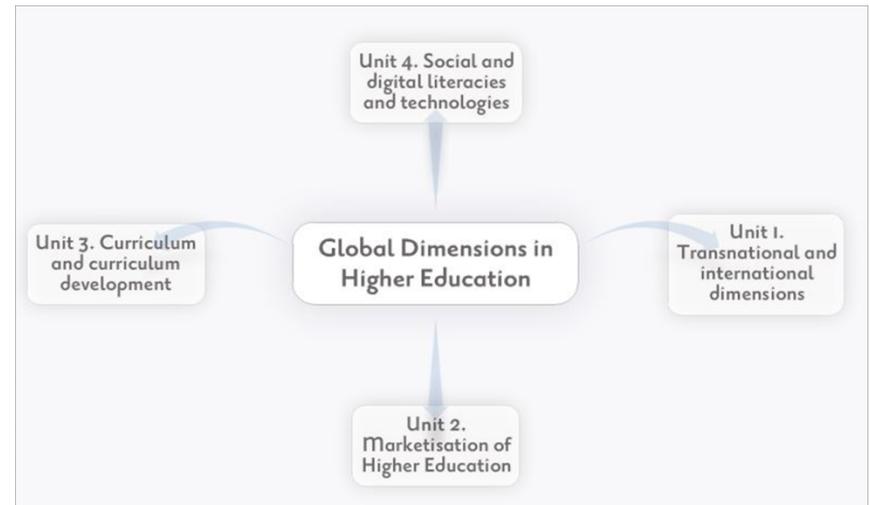
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# Rationale for Collaborative OER Module Development

- Need identified within CPD provision that offers a pragmatic and responsive way to engage academics in the critical exploration of global issues in HE
- Development informed through discussions and contributions on these issues with international colleagues and partners.



# Why an OER?

- Growing interest for cross-institutional collaboration across the UK HE sector
- Sustainable approach to curriculum development
- Currency of content
- Opportunities for re-purposing in local contexts

# The Development Approach

- Development focused on ensuring integrity and relevance of module within international contexts
- An Educational action research approach has allowed the development of the module to take place within a framework of public and reflective inquiry (Cousin, 2009).
- Project members, and potential international partners and contributors, have engaged in a range of reflective activities and joint dialogue.

<http://globaldimensionsinhe.wordpress.com/> (open link using Collaborate Web Tour function)

# The Design Philosophy

- We have carried this **'co-produced'** approach (Fenwick, 2012) to the module's development as an OER forward in several other ways,
  - conducting an ongoing series of interviews with potential participants, institutional partners and contributors,
  - gathering an extensive series of 'Global Stories' - featuring academics in the international community providing their view on relevant global dimensions in HE - for inclusion on the project blog and use within the module.

<http://globaldimensionsinhe.wordpress.com/global-stories/> (*open link using Collaborate Web Tour function*)

# Lessons Learned

- Regarding the extent to which OERs can be harnessed and integrated in systems and cultures that were not directly involved in the underpinning design and development process, there have been two particularly important lessons learned.
  1. Need to address our own assumptions about the extent to which OERs as a concept are understood within the international academic community that GD in HE is being developed for,
  2. Extent to which we can assume ease of access to the module as an OER.

# Lessons Learned

- There is an important related issue to be addressed around whether potential international partners feel they could use an OER (like the GD in HE module), which is produced in a country and culture other than their own but intended for an international audience.
- This lies in the extent to which the content and activities of the module itself can provide a balanced, non-parochial set of resources for exploring global dimensions in higher education that is as free of bias as possible or culturally-informed assumptions.

# Key Challenge for the Sector

- How can we meaningfully internationalise academic development provision through an open online module or other OER initiatives?
- How can we collaborate in ways that promote involvement with Open Educational Practices as opposed to Open Educational Resources?

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