Open Educational Resources (OER): Deciding upon Openness

Authors : Eunice H. Li

Abstract : This e-poster explores some of the issues that are linked to Open Educational Resources (OER). It describes how OER is explained by experts in the field and relates its value in attaining and using knowledge. 'Open', 'open pedagogy', self-direction, freedom, and autonomy are the main issues identified for the discussion. All of these issues make essential contributions to OER in one way or another. Nevertheless, there are seemingly areas of contentions with regard to applying these concepts in teaching and learning practices. For this e-Poster, it is the teaching-learning aspects of OER that it is primarily concerned with. The basis for the discussion comes from a 2013 critique of OER presented by Jeremy Knox of the University of Edinburgh, tutor of the MSc in Digital Education Programme. This discussion is also supported by the analysis of other research work and papers in this area. The general view on OER is that it is a useful tool for the advancement of learner-centred models of education, but in whatever context, pedagogy cannot be diminished and overlooked. It should take into consideration how to deal with the issues identified above in order to allow learners to gain full benefit from OER.

Keywords : open, pedagogy, e-learning technologies, autonomy, knowledge

Conference Title : ICELET 2015 : International Conference on e-Learning and e-Teaching

Conference Location : London, United Kingdom

Conference Dates : March 14-15, 2015