How are you using Open Educational Resources (OER) in your activities at Swinburne?

Lyndon Walker:

It's a piece of software that gets used quite widely in research, and I wanted to make it available as a set of videos that someone who wanted to learn this language, whether they're a staff member, or whether they're someone external to Swinburne, could use.

Birgit Loch:

We've got mathematics and statistics videos, but we also have physics videos. So there's quite a large collection that we've got now.

Emma L. Donaldson:

We're using OER for the world-first Autism MOOC that we launched earlier this year. So we used it as a way that we could get all of our information out to our audience members across the world.

Dan Hunter:

So the Law School is brand new, and so we have to come up with a new way of doing things that is different to all the other competitors out there.

What benefits will you get from using or sharing OER?

Birgit Loch:

It's sort of advertising for Swinburne. So if we make the videos available to others, they'll see what we’re actually doing at Swinburne. And we’re also quite happy to show quality work. So it reflects positively on Swinburne.
Dan Hunter:

We'll find that they're being used and reused in ways that we can't foresee. So from our perspective, that's just a huge benefit. I mean, we're an educational institution. If we're not about the widest possible educational opportunities for people, then what's the point of our existence?

Kim Tairi:

It's a great opportunity to get our content out there and to promote the University as a whole.

Emma L. Donaldson:

The benefits that we've had is being able to have some accessibility and availability to all of our participants across the world.

Who is the intended audience for OER you produce?

Mike Keppell:

And I think with staff, you're looking at the fact that they can actually use resources from other places to enrich their teaching. They can also create resources that are going to be used for the students and that may go to a global community.

Dan Hunter:

So on the educational institution side, I've not only got no problem -- I would be delighted if other institutions that didn't want to devote their resources to this sort of idea would say, you know what? There's some really good content coming out of Swinburne that they start to actually supplement their materials with our materials.

What licences do you apply to your OER and why?

Robin Wright:

Some are releasing material under very open licenses that allow a lot of reuse in the online environment. But others are using more restrictive licenses because they're dealing with sensitive material or they have discipline areas that require different release.

Dan Hunter:

Well, ideally, what I'd like to do is consecrate everything to the public domain. That's sort of generally my preference because all of the concerns that people have about non-commercial and various other concerns that people have about no derivatives or attribution only, all those sorts of things, I think are generally misplaced. I just don't have that particular concern.

Kim Tairi:

So, for example, we have some MathsCasts that are created by one of their faculties. Now they have requested that we have a CC BY-NC-ND Creative Commons licence on it, which essentially is quite a restrictive licence. It means that the content can't be used commercially, and no derivatives of it can
be shared. But other faculties want their content to be more open. So then the team in Swinburne Commons may recommend a CC BY licence, which means that, as long as it's attributed, then it can be shared.

Lyndon Walker:

I wanted to keep the videos as a coherent package. So I didn't want them to be taken, and just excerpts and bits cut up, and things like that. And I didn't want it to be used for commercial purposes. But beyond that, I wanted to make them as available as possible for people to be able to use. Given the sensitivity of autism and the nature of our videos, that we just wanted to make sure that the licensing was right for our audience that we just wanted to make sure that the licensing was right for our audience and the way in which the resources could be viewed and re-shared.

Emma L. Donaldson:

Given the sensitivity of autism and the nature of our videos, we just wanted to make sure that the licensing was right for our audience and the way in which the resources could be viewed and re-shared.

Do you have any other thoughts on OER or Open Access in general?

Birgit Loch:

I think it would be great if more people were creating these resources, and if we had a way of not just sharing them, but also linking to them, so that it's not that difficult to find the resources. Because there's an awful lot out there, very difficult to find what you need. Because we don't have a common approach to this.

Dan Hunter:

It's absolutely clear that things are going to change fairly quickly once it gets taken up. It's really just one of those things that is obvious. There's just no reason why we should be reinventing the wheel constantly.

Lyndon Walker:

It's going to give their work more exposure. It's going to help more people more broadly than just their students. They're already putting that effort into making these resources. Why not share them and make them more available?

Mike Keppell:

We've got to give back to the world. We've got to share our resources if we can. I think by doing that, we create a global community of educators, who are enriching a lot of other communities besides their own.