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Open to all, not known to all: sustaining practices with open educational resources in higher education

Baas, M.A.A.

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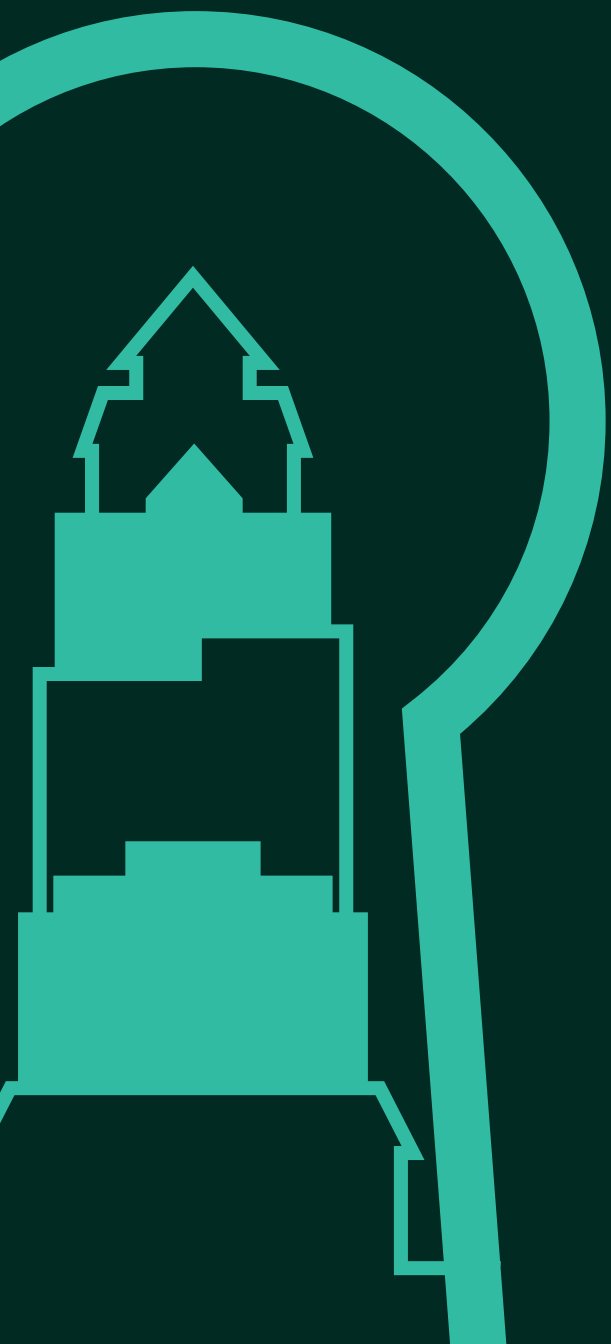

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Appendices

APPENDIX A. Questionnaire (study 1)

More and more educational resources are being developed by teachers across the globe. Sharing and reusing (educational) materials within our institute, but also in close collaboration with other institutes, can be helpful when designing and teaching education. We would like to gain insights into the extent that sharing resources with others is already happening. And more specifically, we are also interested in your opinion on the use of resources created by others.

With the results we will determine how we can support the sharing and reuse of educational materials within our institute. We would therefore greatly appreciate it if you would fill in this questionnaire. This survey takes about 5 minutes to complete.

The main results will be shared within your school 6 weeks after the closing date of this questionnaire.

What do you know about this logo?

- o I've never seen it
- o I've seen it but I don't know what it means
- o I've seen it and I know what it means

The logo you have just seen is a Creative Commons license and is often used to indicate what rights you have as a user when (re)using Open Educational Resources.

Are you familiar with the term Open Educational Resources?
- o No, I'm not familiar with Open Educational Resources
- o I have heard of OER
- o Yes, I'm familiar with Open Educational Resources

Display these questions: If answer on previous question is (2) or (3)

Have you used open educational resources in the past academic year?
- o Yes
- o No
- o I don't know

Did you share your own educational resources with colleagues in the past academic year? (inside and/or outside the institute)
- o Yes
- o No

Display this question: If answer on previous question is Yes

How did you share these resources with your colleagues?
- o Without any kind of rights
- o With copyright for me
- o With copyright for the institution
- o With an open license
- o Other, namely ……

Below are 10 statements on the use of open educational resources in education. You will be asked to indicate to what extent you agree or disagree with the statements.

But first to clarify, OER are learning, teaching and research materials that reside in the public domain or are under copyright but have been shared with an open license. It permits no-cost access, re-use, re-purpose, adaptation and redistribution by others.
[image with an example of an OER, including creative commons logo]

On a scale of 1 = strongly disagree to 5 = strongly agree

1. The (re)use of OER saves time
2. I know where I can search for OER
3. I have sufficient expertise to assess the quality of OER
4. It is difficult to find OER of sufficient quality
5. I rather use OER which are recommended by someone I know and trust
6. I rather use OER by an author or institution with a good reputation
7. It is quite easy to adapt OER so that it meets my requirements
8. I wonder if I have enough skills to use OER effectively
9. I have sufficient knowledge to implement OER in my curriculum
10. I think I can learn to use OER fairly quickly

To conclude, we ask you to indicate which, if any, of the following types of educational resources you have used last academic year. Choose a frequency between 1 = never (not all all) to 5 = often (at least several times a month) in the first column. Indicate the origin(s) of these resources in the second column. Options of origin include publisher, self-developed, colleagues, internet, open license (e.g. Creative Commons), or commercial. Multiple options are possible.

Type of resources	Frequency of use (on scale 1 to 5)	Origin resources (selection from options)
Pictures, photos, infographics		
Presentations		
Video or audio fragments		
Assessments		
'Knowledge clips'		
Rubrics		
Peer-feedback		
Portfolios		
Lectures		
Elements of a course		
Whole course		
E-books		
Data sets		
(Educative) games or simulations		
Other, namely		

We finally, ask for some demographic data.

How much teaching experience do you have in higher education?
- o 0-2 year
- o 3-5 year
- o 6-10 year
- o 10 year

What is your age?
- o ≤ 25 year
- o 26-35 year
- o 36-45 year
- o 46-55 year
- o 55 year

What is you gender?
- o Man
- o Woman
- o Other

APPENDIX B. Overview of OER for each subject that were assessed (study 2)

Subject	No	Type	Title	Provider	Link
Business Analytics (BA)	1	OT	Introductory Business Statistics	OpenStax	https://openstax.org/details/books/introductory-business-statistics
	2	OOC	Open and Personalized Statistics Education	Utrecht University	https://www.uu.nl/onderwijs/open-en-gepersonaliseerd-statistiekonderwijs/lesmateriaal
	3	OT	Beginning Excel	Open Oregon Educational Resources	https://openoregon.pressbooks.pub/beginningexcel
	4	OCW	Data Analysis: Take it to the MAX	TU Delft OpenCourseWare	https://ocw.tudelft.nl/courses/data-analysis-take-it-to-the-max/
Intercultural Communication (IC)	1	OCW	Professional Communication	Olds College in collaboration with the Government of Alberta	http://www.procomoer.org/
	2	OT	Intercultural Learning. Critical preparation for international student travel	University of Technology Sydney	https://epress.lib.uts.edu.au/books/intercultural-learning
	3	OOC	English for Media Literacy	University of Pennsylvania	https://www.coursera.org/learn/media?siteID=SAyYsTvLiGQ-YF.eVw.fP0MyTilN9z66vA&utm_content=10&utm_medium=partners&utm_source=linkshare&utm_campaign=SAyYsTvLiGQ
Research Methods (RM)	1	OOC	Open and Personalized Statistics Education	Utrecht University	https://www.uu.nl/onderwijs/open-en-gepersonaliseerd-statistiekonderwijs/lesmateriaal
	2	OT	Choosing & Using Sources: A Guide to Academic Research	Ohio State University Libraries	https://open.umn.edu/opentextbooks/BookDetail.aspx?bookId=333
	3	OCW	Videos of Qualitative Research Methods	University of Amsterdam	https://www.coursera.org/learn/qualitative-methods/home/welcome
	4	OT	Introductory Statistics	OpenStax	https://cnx.org/contents/MBiUQmmY@20.1:2T34_25K@11/Introduction

APPENDIX C. Context in which the brokers are operating (study 3)

To foster the transition from the historical system to the desired system, a temporary activity system was set up to achieve sharing and reuse of OER within an active professional community of teachers across institutes. In this appendix, we provide a detailed account of this temporary activity system in which the brokers (subject) were operating.

Object and Outcome
The object 'refers to the "raw material" or "problem space" at which the activity is directed' (Engeström & Sannino, 2010, p. 6). The object of the temporary activity system was: (a) to expand involvement in the sharing and reuse of high-quality OER and participation in the online community to teachers across all 15 institutes; and (b) to create structures and conditions to foster the sustainability of the collaboration after the project period. This should ultimately lead to the outcome of high-quality education.

Instruments
The brokers used mediating instruments to achieve the object. An OER repository was made available for which a subject vocabulary was developed so that searching, finding and uploading would take place under standardized and recognizable terms. If OER met the requirements as outlined in the quality model, a quality label was given as a seal of approval. This made it easier for teachers to quickly find the right materials of guaranteed quality. In addition to the repository, an online professional community was available for teachers. The aim of this community was to provide teachers with the opportunity to connect, discuss OER and practices or identify the need for new OER. New OER were created by the core institutes based on teachers' needs. To raise awareness of both the repository and the online community, PR resources were available. Additionally, professional development activities took place, since creating, sharing and using OER entails expanding the traditional role of teachers.

Rules
The rules refer to the explicit and implicit regulations and standards that constrain actions (Engeström & Sannino, 2010). Several rules were imposed in this project and all institutes committed to follow them when agreeing to participate in the project:

- A quality model had been developed and adopted. This model provided teachers with guidelines to optimize the quality of their own resources while it also provided them with the confidence that the OER in the repository were of high quality.
- A total of 1900 OER would be shared in the repository, all described in accordance with the quality model. Resources did not necessarily have to originate from the institutes, OER from third parties were shared as well (referatory).
- All resources were to be shared under a Creative Commons license.
- A total of 40 new OER would be developed by the core institutes. Objectives were for two or more institutes to co-create new OER by remixing with existing OER if possible.
- The aim was to realize an active community of practice in which approximately 500 teachers would take part.
- Frequent evaluation moments took place through process reports to discuss progress and possible issues within the institutes.

Community
The community is defined as consisting of all involved who share the same object. The potential community of this activity system consisted of all (approximately 2500) teachers within the 15 institutes. The institutes are united under the umbrella of the National Consultation on Nursing Education (LOOV). Collaboration was sought with the professional nursing association. Towards the end of the project, healthcare professionals were approved to participate to create interaction between institutes and the healthcare profession.

Division of labour
Division of labour relates to the 'horizontal division of tasks and vertical division of power and status' (Engeström & Sannino, 2010, p. 6). The activity was organized according to the division of labour distributed across all 15 institutes, although the core institutes had more responsibilities than the project institutes. Within the institutes, management had given their commitment to the project. The brokers acted as the link between the project system and the institute. The project manager had the coordinating role in the project by monitoring progress and disseminating knowledge. The project was overseen by a steering committee which could intervene if progress within an institute stalled. Quality assessors assessed the OER in the repository on the indicators of the quality model and, if the OER complied with them, awarded a seal of approval. A community coordinator was assigned with tasks related to community management. Teachers were supported by support staff (e.g. library, ICT or educational support).

APPENDIX D. Brokers' experiences of actions they undertook (study 3)

Focus of actions	Topic	Description	Remark	Actions	Exemplary quotation
Encourage teachers	Encouragement and awareness	Actions aimed at creating awareness about the project Together Nursing and encouraging teachers to engage with it	+	▪ Small-scale meetings ▪ Individual approach ▪ Relate to teaching content ▪ Relate to curriculum reforms ▪ Relate to 'what's in it for me' ▪ Rewarding and complimenting ▪ Respond to covid-19	*'In the beginning we mainly organized some larger meetings. First meetings within the educational programs, then in the various teacher teams. The more it became individual, in groups of six but indeed also individual like "hey, I'll bring you up to speed, come and sit down" […], the more it became widely supported.'*
			-	▪ Large-scale meetings ▪ Use of PR posters ▪ Mailing	*'Sending out mails and reminder mails. The mails are quickly archived and not looked at again. The topic does not have priority in busy times.'*
	Teacher support	Actions aimed at supporting teachers in using the online community and the OER repository	+	▪ Workshops ▪ Lessons ▪ Individual support	*'Different team members need different approaches. It also depends on the stage of the process you're in. In the beginning more general workshops and trainings. Later on, the individual approach was more valuable.'*
			-	▪ Workshops	*'Workshop with the library on open sharing. Output: colleagues were aware, but [there is] little time and effort to adapt [resources] themselves.'*
Use of OER repository	Creation of OER	Actions aimed at the collaborative creation of new OER	+	*No reflective remarks on actions*	
			-	▪ Too late involvement of OER designers	*'I think I would have liked to involve the creators of OER earlier on. By doing so, the group becomes a bit larger which provides a bit more power within your institute to enthusiasm more people.'*
	Share and reuse OER	Actions aimed at sharing and reusing OER	+	▪ Relate to teaching content ▪ Relate to curriculum reforms ▪ Use of metadata form ▪ Upload OER for teachers ▪ Schedule plenary sessions to share resources as OER	*'Actively searching for beautiful resources in the digital learning environments to share [in the repository]. I would recommend this method to everyone, instead of focusing solely on the quota. It is much more rewarding to look at what colleagues do in their classes and to share the best components with colleagues at other universities of applied sciences.'*

Focus of actions	Topic	Description	Remark	Actions	Exemplary quotation
Use of repository	Share and reuse OER		-	▪ Open call to share OER ▪ Enforce teachers to share an x number of OER ▪ Schedule plenary sessions to share resources as OER ▪ Stress the quota of OER to be shared by the institute	*'Require teacher teams to share an x number of resources. Positive result: resources to share, colleagues getting excited about the OER repository and the online community. Negative result: resistance to the entire project.'*
	OER Quality	Actions aimed at the adoption of the quality model and corresponding quality label	+	*No reflective remarks on actions*	
			-	*No reflective remarks on actions*	
Use of online community	Cultivation of community	Actions aimed at cultivating the online community within the institute	+	▪ Relate to 'what's in it for me' ▪ Relate to teaching content	*'I think [that] the subject groups that emerge within the online community are perceived as valuable. This can act as a force of attraction. Teachers need to get a clear picture of "What's in it for me? Does it make my job more efficient? Easier? More fun?" Then they'll be willing to participate.'*
			-	▪ Lack of face-to-face contact	*'That's what a number of colleagues have passed on, that [they] like to know who they are talking to. That [they] like to have met people as [they] are more inclined to look them up and connect with them in the online community. There is a need to see with who you are collaborating.'*
Organizational structures	Within the institutes	Actions aimed at creating the needed organizational structures within the institutes	+	▪ Collaboration with library ▪ Integration into HR interviews	*'A number of preconditions are certainly important, but preconditions are not only a metadata form but also making use of the library for example.'*
			-	▪ Limited focus on collective responsibility ▪ Organizational pre-conditions not in place on time	*'I think that we could have done a better job of explaining within the team how we would attain the number of open resources. That doesn't take away the fact that everyone was enthusiastic about the project. I think that this […] has been emphasized more than the collective responsibility of sharing resources.'*
Organizational structures	Of the project	Actions aimed at creating the intended structure of the project organization	+	▪ The role of brokers and project manager ▪ Quality assessors of OER	*'I think that the broker role, I think that it is a crucial factor. You also need a good project manager, but the broker's*

Focus of actions	Topic	Description	Remark	Actions	Exemplary quotation
				▪ Enthusiastic individuals ▪ Personal enthusiasm	*role is so essential. Yes, […] you need a driving force whom encourages people based upon their own enthusiasm.'*
			-	▪ Tedious project meetings ▪ Solely focus on institutional commitment ▪ Joining project after 1 year	*'What I take away with me for the future is that commitment alone is not enough. The responsibility must be felt and must be implemented in all levels [of the institute] so that when you make agreements, 134 OER, the teachers don't see it as a burden but know that we have to comply with it. And that we have the opportunity to do so, because we have been given the time for it.'*
	External promotion	Actions aimed at promoting the project Together Nursing outside the participating institutes	+	*No reflective remarks on actions*	
			-	*No reflective remarks on actions*	

Note. + = positive remarks and - = negative remarks in relation to action

APPENDIX E. Questionnaire (study 4)

The project Together Nursing is, officially, coming to an end. A festive online wrap-up will take place on October the 30th. Through this questionnaire we want to evaluate how and to what extent the products developed in this project, namely Wikiwijs and the online community hbovpk.nl, are used by teachers. Completing the questionnaire will take a maximum of 10 minutes. Once the results are known they will be shared within the community.

What is your age?
- o <26 years
- o 26-35 years
- o 36-45 years
- o 46-55 years
- o >55 years

What is your gender?
- o Male
- o Female
- o Other / I prefer not to disclose

How many years have you been working in higher education?
- o 0-2 years
- o 3-5 years
- o 6-10 years
- o >10 years

Did you ever made use of the OER repository?
[image of OER repository visible]
- o Yes
- o No
- o I don't know

Display these questions: If answer on previous question is Yes

How would you characterize your usage of the OER repository?
Scale of 1 = very occasionally to 5 = very frequently

Please indicate to what extent you disagree or agree with the following statements concerning the OER repository Wikiwijs hbo vpk.

Scale of 1 = strongly disagree to 5 = strongly agree

1. I know the conditions under which I may reuse resources from [the repository] in my own teaching
2. In [the repository] I can find resources that are relevant
3. In [the repository] I can find resources of good quality
4. I know how to search for resources in [the repository]
5. I use the quality mark to determine the quality of resources in [the repository]
6. I plan to (continue to) use resources from [the repository] in the future

How often did you use or share resources?
Scale of 1 = never to 5 = very often

1. I have shared resources in [the repository] or arranged for them to be shared (e.g. by the library)
2. I have used resources of [the repository] in my own education without making adjustments to them
3. I have used resources of [the repository] in my own education with making adjustments to them

Can you give an example how the [OER repository] has influenced your work? What did you gain through your engagement with the [OER repository?]
[open-ended]

Display this question: If answer on question 'did you ever made use of the OER repository' is No

Can you indicate why you are not using [the OER repository]? Multiple answers are possible.

- ☐ I have not looked into it yet
- ☐ I have no need for other educational resources
- ☐ I find the quality of the resources unsatisfactory
- ☐ The resources are not suitable for my teaching
- ☐ It takes too much time to search for relevant resources
- ☐ I prefer not to share my educational resources publicly
- ☐ I don't know how to make my own resources appropriate for public sharing

Other answer? Please enter it here.
[open-ended]

Did you ever made use of the online community?
[image of online community visible]

- ○ Yes
- ○ No
- ○ I don't know

Display these questions: If answer on previous question is Yes

How would you characterize your usage of the online community?
Scale of 1 = very occasionally to 5 = very frequently

Which activities have you undertaken in the online community? Multiple answers are possible.

- ☐ I have looked around
- ☐ I am a member of a thematic group
- ☐ I have posted a message
- ☐ I replied to a message
- ☐ I have asked a #daretoask question
- ☐ I have visited the OER marketplace
- ☐ I connected with another member
- ☐ I specifically looked for particular information
- ☐ Other, namely ……..

Can you give an example how the online community has influenced your work? What did you gain through your participation in the online community?
[open-ended]

Display this question: If answer on question 'did you ever made use of the online community' is No

Can you indicate why you are not using the online community? Multiple answers are possible.

- ☐ I have not looked into it yet
- ☐ I do not see the added value compared to my current network(s)
- ☐ It takes up too much time
- ☐ I do not have issues, thoughts, or ideas that I want to share in the online community
- ☐ I do not know whether I can make a valuable contribution in the online community
- ☐ I am not comfortable to share issues, thoughts, or ideas in the online community

Other answer? Please enter it here.
[open-ended]