

Emotional Ownership Process and Tools

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1. INTRODUCTION

This report builds the conceptual foundation for Open Educational Ideas and Innovations-project. Sharing educational ideas is a collaborative process that in principle is nothing completely new. Educational institutions and educators in general do collaborate when it comes to teaching, course development and network building. However, the collaborative practices in open education movement are close to non-existing. The report aims to provide new ways of sharing for the open education domain to finally increase the amount of collaborations and joint efforts and solutions in the domain. OEI2 focuses especially on those early collaborations when OER and learning offerings are still at an idea stage. The report provides a clear overview of the Emotional Ownership Process which is an essential part of idea sharing.

The report contains of the following parts:

1. State of the art: As part of the conceptual development, the project will provide an overview of state of the art development regarding innovation and collaboration processes for open education – in particular we will focus on approaches for early sharing of ideas for education.

2. OEI Lifecycle / Model: The model provides a blue-print of processes and activities how to create emotional ownership and how to embed OEI into design and development processes of educators. The model includes a clear description which tools can be used for idea sharing.

One of the focuses of the model will be the connection of processes to possible shared artefacts: In which parts of an Open Education Lifecycle can educators share? What kind of artefacts should they share (such as mindmaps, concept maps, prototypes, sketches, notes, annotated documents) and how? Which tools can they use to create, modify and improve those artefacts towards a complete course?

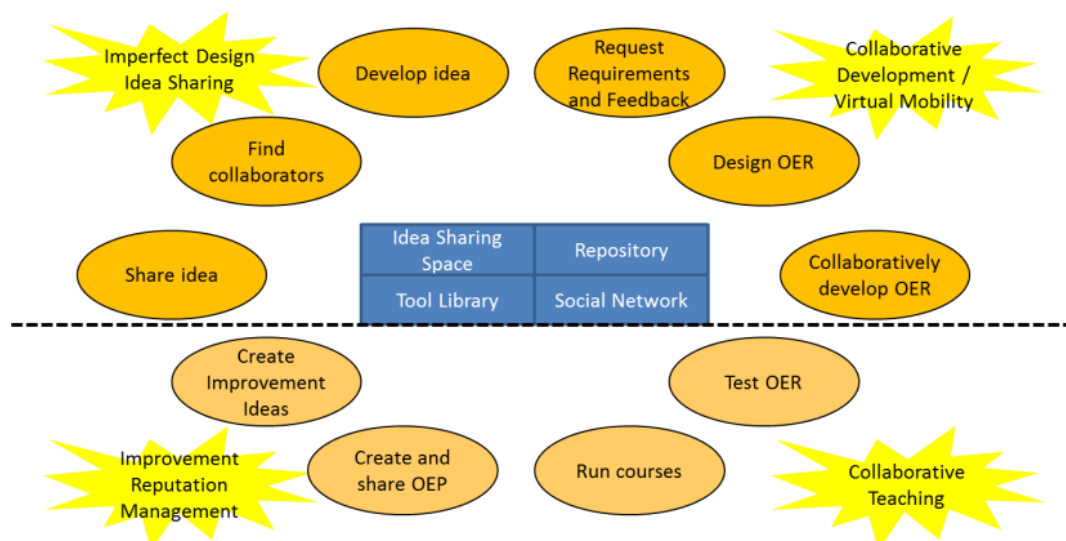


FIGURE 1 INITIAL PROCESS FOR OPEN EDUCATIONAL IDEAS

The report is structured as follows: First, the theoretical background is build and the key concepts are highlighted. Secondly, the OEI2 approach and methodology is explained to find out how educators are likely to collaborate and how OEI2 could help them. Finally, the initial idea sharing process is proposed based on the empiric investigations within the project. The process includes key tools people are willing to adopt as well as reflection on the barriers for idea sharing.

2. COLLABORATION AND IDEA SHARING IN OPEN EDUCATION

Open Educational Ideas and Innovations projects links tightly to the Open Education movement which has been discussed on many different levels. A key component of Open Education is **Open Educational Resources (OER)**. UNESCO defines OER as “open provision of educational resources, enabled by information and communication technologies, for consultation, use and adaptation by a community of users for non-commercial purposes” (UNESCO, 2002). We define OER as “*Any digital object which can be freely accessed, (re-)used and adapted for educational purposes*”. This broad definition includes a lot of different objects, such as digital learning objects, software tools like wikis or authoring systems, simulations or animations, electronic textbooks, but also lesson plans or experiences shared. The main aspect is that the object is usable and can be modified / adapted to improve education. Existing research on OER has focused on how to make learning objects (specific digital objects created for learning purposes) available and re-usable for educators and learners (Hylan, 2006).

Another commonly discussed and overlapping concept in open education is **Open Educational Practices (OEP)**. Educators are highly dependent on successfully planning and designing their learning experiences – this class of resources includes access to instructional designs, didactical plannings such as lesson plans, case studies or curricula. It also includes one of the most valuable resources: sharing experiences about materials and lessons between colleagues. Various approaches have been proposed for co-creation or co-production of OER (OPAL, 2011) that aim at including educators as well as learners in a collaborative development process.

In the next section we will look at collaborative practices on developing OER.

2.1 Collaboration on OER development

While OER itself has been discussed for more than 10 years, the collaborative practices around OER are not that well developed. Many initiatives in the field of OER have seen the potentials of co-creation of OER and proposed ways to use, apply and re-use OER. The focus of OpenScout was to give out a large pool of OER on management education and to open up a tool library to foster further collaborations and adaptations of OER (Ha et al., 2011). Similarly, the Open Discovery Space project gives out OER and has a strong focus on community spaces where teachers and students can share OERs and develop their own lesson plans and even, further OERs (Sotiriou et al., 2013).

As an outcome of similar projects, a set of guidelines and best practices have emerged on the re-use, adaptation and co-creation of OERs. Some of the guidelines for collaborative OER creation include:

- Colearning-collaborative learning through OER and social media (Okada et al., 2013) – Describes the use of social media when reusing OER for different purposes
- Steps to successful OER re-use (Pirkkalainen & Pawlowski, 2010) - Guideline for OER re-use with step-by-step explanations
- Inacol practical guide for OER collaborative development (inacol, 2013) – Describes a best practice for OER collaboration, steps to take and issues to consider.

What needs to be stated about the guidelines above is that many of them are crafted based on an ideal process and basic assumptions for creating OERs rather than actual, conducted collaboration. OEI2 will learn from these best practices and has adapted the questions for the initial needs analysis within awareness workshops and interviews (WP1) based on many of the considerations above.

However, many of the collaborative experiences on OER have resulted in reported case studies. These include:

- Collaborative design of OER in South Africa (Sapire and Reed, 2011) – Implementing a mathematics teacher education project with nine institutions. Investigating whether collaborative work on OER design can improve the quality of the resources. Arguing how the networking and

collaborations can lead to extended partnerships and the senior management support is necessary for teacher educator participation in co-creation of OER.

- Cross-institutional collaboration on OER (Educause, 2013) – Elaborating on the key benefits for joining efforts on OER development: Return on investment, student success and retention, faculty collaboration and professional development, allowing innovation to take place.

The case studies above highlight the need for clear benefits and long-term collaborations within the collaborative OER development. OEI2 needs to facilitate upcoming collaborations in a way that the benefits and partnerships become evident before the actual collaboration initiates.

Many of the presented guidelines and case studies have a strong focus in preparing OER for differing contexts. In such situations language issues, cultural differences and local educational requirements come into focus. The following present examples of such processes and case studies that elaborate on these issues in specific:

- Internationalization/ localization process for OER (Pirkkalainen et al., 2010) - Guideline for internationalization with issues to consider and steps to follow
- Contextualization of OER in Asia and Europe (Pawlowski et al., 2014) - presenting three case studies and according best practices how to prepare OER in Asian and European collaboration
- Contextualization of OER in Himalayan community technology centers of Nepal (Ivins, 2011) – Describes how localization practice can be put to practice, why it's needed and how it can be improved to offer better support for rural communities in developing countries.

The list of previous is not and does not intend to be exhaustive. However, each of the examples argues for opportunities and benefits for co-creation and re-use of OER. As stated above, these highlight a best practice and optimal ways of collaborating on OER in national and international settings. While being exemplary cases, the collaborative efforts in open education are not yet a common practice. In the next sections we aim to clarify why that is.

2.2 Idea sharing in Open Education

When analyzing existing adoption and re-use practices of OER in educators' planning and development process, two aspects on the application of OER can be argued:

1. **OER are used in the late design and development phase** (e.g. when developing a new course). When an educator has developed the initial course structure, she might be looking for potentially fitting resources. It is important to note that all of the resources in repositories are already fixed and complete, so they have to be adapted towards 1) curricula, 2) context, 3) design, 4) didactics by educators using them.
2. **OEP are used in the development phase** when looking for potentially good learning designs. In particular, the approach focuses on sharing practices: which resources and practices worked and which did not work.

This means that OER and OEP are mainly applied during or after the planning process. The character of current sharing processes is therefore focused on re-use and adaptation of complete materials, resources or scenarios (e.g. lesson plans): Materials and resources that do not easily allow co-creation and experience exchange during the development process.

The initiatives on OER still seem to struggle getting users active and to reach sustainable communities (Ochoa and Duval, 2009). Several recent studies have looked into OER barriers and uptake. Clements and Pawlowski (2012) have identified some of the key barriers.

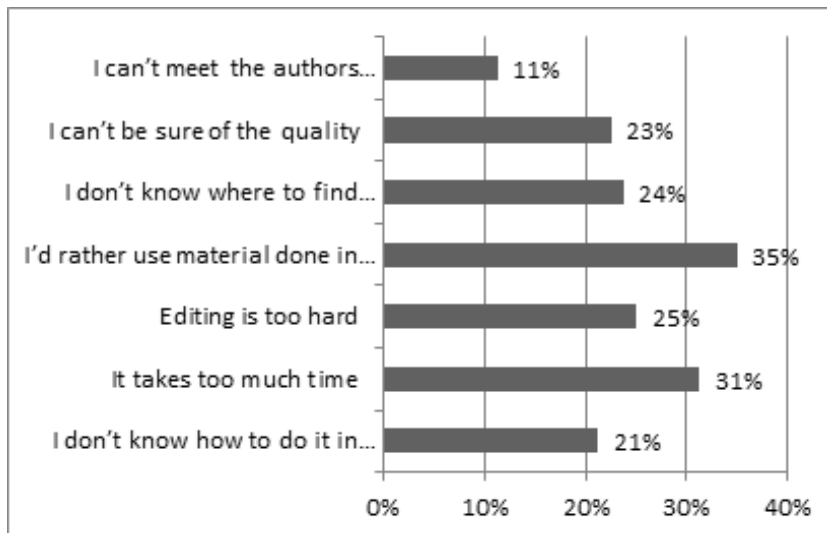


FIGURE 2 BARRIERS TO OER RE-USE (CLEMENTS & PAWLOWSKI, 2012)

This study gives already an overview of issues why OER have not been used widely yet. Another recent study by Pirkkalainen, Jokinen & Pawlowski (2014) shows further barriers, amongst them several personal and motivational aspects:

- Lack of motivation to share resources or information around those resources
- Lack of time for production and localization of OER
- Need for Rewards and Acknowledgement
- Lack of contextual information for the resources – how can be used or modified
- Open content do not fit the scope of the course / Curriculum
- Lack of trust towards unknown authors or systems where resources retrieved from
- “Not invented here” notion. Hesitation to receiving knowledge someone else has created
- Hard to assess the quality and relevance

The key barriers are on the individual level, in particular motivational aspects: Users tend not to re-use as they have not created it themselves – or as one user states in the above study: “we look at the materials and then we re-build the resource ourselves”. What is clearly lacking is a feeling that learning opportunities have to be created by educators themselves. Thus, the not-invented-here syndrome seems to be even more relevant in the educational domain.

Our approach is not to share fixed, contextualized resources but start the exchange in the idea creation process. Therefore, stakeholders do not have to re-use completed resources but they are involved in the development process. A similar approach is discussed from a design perspective by Treviranus (2010) described as the Wabi-Sabi principle. This principle aims at designing resources in an imperfect way that later adopters have certain space to incorporate their own design / pedagogical / technical ideas. Therefore, stakeholders can be involved in an early stage and build new OER.

It is not only the commitment and emotional ownership in the design and implementation of the resources that matters. Research related to affective commitment in organizations has shown how willingness to collaboration increases in organizational context when employee feels stronger emotional attachment to the team or organization, costs that he feels with leaving the organization are substantial and to the perception of obligation towards the organization (Allen & Meyer, 1990). Not all of these antecedents and factors hold in the open education movement but OEI believes and will validate whether the emotional attachment and commitment toward the collaborators does keep in this context as well.

The main idea of OEI builds on the concept of Emotional Ownership: “the degree that individuals or groups perceive that knowledge or resources belong to them”. This means that a personal relation is established in a creation process (e.g. a family establishing a business, an individual creating an artefact, a group creating an innovation) (Pawlowski, 2012). The importance of the concept is that there is a much stronger binding to the artefact (in our case OERs) than to other resources which are just downloaded and / or used (such as a picture taken from an internet search). We aim at building strong relations to both, collaborators as well as the artefacts they create (such as an OER).

As a summary, we can state that OEI will allow stakeholders to start sharing ideas and innovations before the resources are complete and hard to adapt. OEI will create an affective binding towards resources and practices (“emotional ownership”) by involving educators stronger in an early stage of a participatory, generative and creative process.

3. METHODOLOGY: PROOF OF CONCEPT

As the practices around idea sharing are explored by the project and not set in practice, the consortium saw it necessary to base the initial awareness building activities to study the possibilities around such idea sharing. The main aims for building the conceptual foundation were:

- Identify how educators are currently cooperating and to which extent they use OER
- Who would they share their educational ideas with?
- In which situation would they share ideas?
- How would they share the ideas with?
- Which tools would they prefer?
- What is the best way to express new ideas and innovations?
- How would they structure the collaboration process?

The investigation was separated initially to two parts. 1) Awareness workshops and 2) interviews

The awareness workshops were organized as focus group sessions to build an initial foundation for OEI2. Focus groups can be seen as a group interview that focuses on exploring the knowledge and experience of the participants (Kitzinger, 1995). Within such sessions, the approach taken for documenting the discussion becomes crucial and the success highly depends on the organization of the sessions (Kitzinger, 1995). The interviews were to enrich and dig deeper to each aspect. However, the further validations within the project with an actual collaborative space (WP3) will provide the proof of concept. The further validations might therefore show that idea sharing should be done somewhat different to what is proposed within this document.

A total of 6 workshops were organized within March 2014. The workshops were organized by each partner in the consortium. The workshops were mainly focused on the higher education context while some of the examples were given for school context within the event lead by University of Jyväskylä.

The interviews were organized similarly by all partners.

4. OEI2 APPROACH FOR IDEA SHARING

4.1 How to build emotional ownership through collaboration

The perceptions of the educators in the higher education context point out that sharing ideas is highly dependent on the work environment and field you work in. We can differentiate organizations that are by *policies and strategies* set towards openness and transparency. When a certain practice is part of everyday work (paid for doing so) and rooted in the sharing culture of an organization, it is likely to be followed. Such examples are organizations that e.g. provide all of their educational materials openly for wider publics, attached with a creative commons-scheme.

The feedback from the interviews tells a similar story that idea sharing is not well rooted to educational institutions and many boundaries and barriers must be overcome to reach an improved situation. The collaboration on developing an OER is typically driven by three factors; (1) workload balance, (2) working with leading people in the field, (3) reaching otherwise restricted resources. However, these factors are typically not enough for educators to get engaged in more open initiatives with other educators they do not know. Typically, educators practice the exchange of ideas with other educators in a closed, more or less protected environment and very often just verbally. Our participants emphasized the necessity of having dynamics and diversity in the networks of involved educators when creating resources that will be opened in the future.

Situations when educational ideas are most likely to be shared can be identified. The approaches incorporate *push* (idea you want to create movement around) or *pull* (crucial question or request that creates movement).

Preferable conditions for responding to the request could be expected when the request comes from 1) trusted colleague or 2) a respected person known by a good reputation. The actual collaboration will differ in both settings as in case no. 1 actors are familiar with each other and are likely to collaborate on an open manner. Educators are also more likely to join collaboration if there are *immediate benefits*.

When sharing educational ideas, educators are most likely to *start the sharing process in a trusted environment with existing personal relationships*. From the idea sharing practices inspected within the focus groups, sharing in a safe and close community with close colleagues was a practice that everyone were engaged in already. Such sharing *only takes place if all the actors within such environment can be seen trustworthy*. Someone whose *reputation and merit stands for itself might qualify for such trusted network* as well. Only more experienced people on open education saw that sharing ideas with the relevant community would be done directly from the start. Others saw the need to initiate in a closed environment.

What educators actually share, and what they *could imagine sharing* varies quite a lot. Most common purpose for collaboration was seen to be the creation of learning resources and OER in general. However, educators were not too engaged with such activities currently. They also could see extending these collaborations which would increase their willingness to start such OEI practices. The type of an idea will form the basis for networking as well. *"If I have an idea and need money I'm going to look for the sponsor and we do it together*, but if you have great idea, that is relevant for the community, then why do you need to keep it?" – Educator Y, Lithuania. Accordingly, *levels for openness should be the main approach for idea development process*. Some parts might be closed while some relevant for a wider community.

Key issue for increasing emotional ownership is to build on OEI *similar to collaboration in projects*: Trying to find motivated partners that will keep the collaboration ongoing. While *community feedback and development were seen beneficial* in the later stages when ideas mature, *the role of students and industry were seen crucial* as well, especially when discussing teaching and skill development where students are the ones targeted. There are multiple ways how educators would see idea generation to happen. *Approaching idea generation as a project* and learning from other domains such as open source development were seen beneficial:

"Collaboration should be organized to involve the relevant stakeholders, specifically educators and learners." –
Lecturer - Finland

"Looking at a process of participative inquiry and peer production in and outside educational organizations, process in which users collaborate with each other and interact with OER in an iterative cycle of design and evaluation." – Researcher, Sweden

For such collaboration or a project around an idea, *participants should be able to enter the collaboration at any time of the process*. Even late entries to collaboration might be successful, as people might still contribute a lot. However, idea sharing should not be seen as an open-ended process. *People do need deadlines*, otherwise the collaboration and engagement is always postponed. The idea sharing was seen to possibly develop from early ideas (discussions) to drafts and elaborated outcomes and courses. In such collaboration, one needs to get different types of contributions for each phase and *someone needs to have a holistic overview (Leader) how to proceed and keep in the timeframe*. In such collaboration, there needs to be some form of an *agreement what one is expected to do*. When discussing openness, *contributions from small*

to big can be beneficial: commenting, providing peer-review for different phases when ideas develop and mature to actual educational artifacts, defining outlines, leading the collaboration and so on.

"Think about sharing in Facebook, like you ask people and they give two hundreds like buttons, but none of them will deliver anything for you" – Professor, Germany

"..in many scripts or slides I read, you can absolutely see that more than one person was involved in it. And it is a problem to take something from the script if it is not align or fluent." –Lecturer, Germany

Key arguments for collaboration around educational ideas and movement towards openness were especially *developing partnerships and long-term collaborations*. As facilitators of such movement, the participants saw the *bottom-up approach* in a key role - *educators leading by example*. However, the role of projects and initiatives as builders of awareness were seen important as well. Such issues are crucial for building emotional ownership to the resources created and making collaboration sustainable.

4.2 Key barriers for OEI2

The analysis highlighted **barriers** to collaborative practices on OER but also to creation of emotional ownership. Many of the challenges relate to the higher education context itself. The *educational landscape* is mostly still very *competitive and knowledge and fresh ideas are often kept to oneself*. The interviews showed that corporate policies and regulations represent the main obstacles against collaborative development of OER. Some respondents reported that their knowledge and experience are often based on practical experience in the world of work, and they are not willing to share that in an open environment.

Also, educators might wonder *"why prepare a joint course or mutual development in general?"* or *"why to take part in such a process initiated by someone else?"* Many of these concerns and perceptions are influenced by the educational settings where collaboration and openness are not common practices. Many educators felt that colleagues would fear criticism from peers if they would share their course materials openly. Either they expect comments such as *"your material is outdated - or scientifically low standard"*. *Fearing losing ones original ideas* is another concern to collaborative work; *"we do not know who will use our own idea just for his own personal benefit"*. *Lack of Information literacy skills* with educators was seen as one general theme and too often students are ahead of their teachers. The participants elaborated whether a teacher can nowadays survive without being a digital scholar. Teachers' need to move with the societal changes and update their practices. Can they actually survive in a longer run without being open to share?

The interviews pointed out the key barriers to mainly be about lack trust and personal relations, and lack of awareness of open educational opportunities and advantages. Idea owners prefer collaborating with trusted, reputable, and experienced partners.

To overcome some of these barriers *knowing the person the idea is developed with would reduce reluctance to knowledge sharing*. Taking the *lead in the process* boosts motivation as well. Collaborative course development could be useful in order to *support different pedagogical perspectives for collaborative development of course curricula* etc. One of the great opportunities was seen in the possibility for extended collaboration that is more than just sharing few ideas here and there – *Strategic partnerships*. The participants of the workshops elaborated how educators have to be open one day and how personal development and learning requires getting fresh perspectives and innovative ideas from the community. Peer-reviewing ideas and providing feedback in each step that you take is a matter of quality and can be very beneficial in a long run.

"...once you open your own content you need to be prepared for another persons review, feedback. And if you have an idea and have already introduced to others it is already in a peer review process, as you are now offering the idea" – Educator Y, Lithuania

"We do take ideas from others, that's why we are going to the conferences, to hear something new from others." – Educator Z, Lithuania

4.3 Tools and networks for idea sharing

It becomes clear from the opinions and perceptions of the educators that sharing ideas is extremely demanding to initiate on a larger scale. **Sharing of initial and rough ideas might not be technology-mediated.** Rather than putting rough ideas on display for online communities, idea development, whether it is about a new course or a new service, is most likely to take place *firstly in discourse with close colleagues*. Technology might not play a role within such step at all but at the same time can be crucial for facilitating the collaboration. The place for *sharing ideas was often seen to take place face-to-face or in informal discussions where the discourse shapes our thoughts and leads to new ideas*. Typical location for such is at the office coffee break or an evening out with colleagues.

Based on the topic and context, **idea sharing can initiate in an academic or non-formal online network as well in Research Gate, Google+, Twitter, Facebook, LinkedIn and so on.** This depends highly on the *level of publicity and awareness you want to reach*. Posting an idea and announce it to a large audience of unknown people is not suitable for most participants. The key factor was seen in *utilizing tools and networks that your collaborators already use*. However, for an environment to build on ideas, **educators are not expecting one-single-solution that can handle everything** but a *good way to bring the components together as there are already applied tools for different purposes and tasks*.

In the idea sharing process, the collaborative environment of OEI2 must be open at every stage and allow people to join in early stages or later on during the collaborative effort.

And essential part of a collaborative environment in the context of OER is **an authoring tool**. OEI2 should ensure an intuitive content development tool is a part of the collaborative process and can be easily accessed and applied during different phases of the collaboration. The respondents saw that *ideas could be presented simply as textual descriptions, outlines or drafts but highly depending on individual preferences*. Some prefer mindmaps while another enjoys questions that trigger ideas. Educators would like to learn and would embrace the concept of *valuable failures*, while such are not commonly shared.

"It's important to share something that can be easily contributed by the kind of person. So if it's a teacher, something she can simply enrich upon. And fast. Something that is already well structured and not too abstract." – Lecturer, UK.

As elaborated earlier, educators and researchers are not used to expressing and initiating collaborations in an online environment. **The requirements they have are not on the level of detailed tools as they have no prior experience.** This is why the following pilots and validations are important for specifying the types of tools supporting idea sharing.

4.4 Initial idea sharing processes

Based on the investigations of OEI2, several recommendations could be given to foster idea sharing. These recommendations are initial structures and processes for idea sharing and will be adapted and modified during the project run-time through validations.

Firstly we can identify how sharing of educational ideas relates to OER. Idea sharing process precedes OER development and sharing but should not be inspected as an isolated set of steps as the collaborative efforts could lead to various types of artifacts and educational solutions, such as OERs. Reflecting the findings of the awareness workshops, Figure 4 represents how the iterative idea development can lead to outcomes and solutions in the domain of open education.

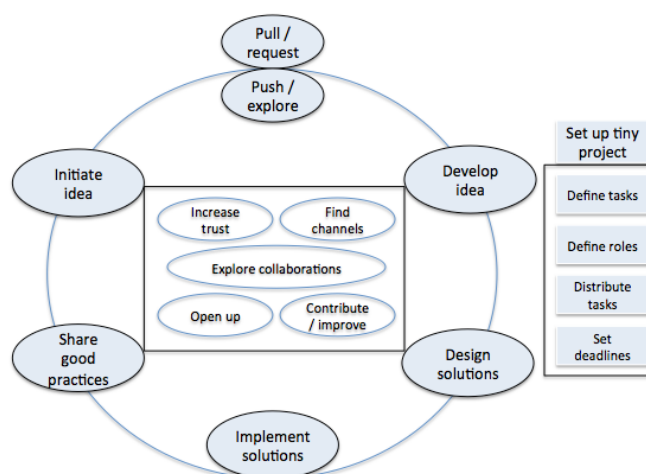


Figure 3 Open Educational Ideas life-cycle (Pirkkalainen & Pawlowski, 2014)

The life cycle model was based on the findings from the awareness workshops. The interviews supported the model and added further explanations on how idea sharing has and could take place. The model shows how the collaboration needs to be reciprocal with clear responsibilities and tasks that really provide added value to the stakeholders professional and personal lives. Otherwise, emotional ownership is not reached and collaboration will not take place.

As part of the recommendations, the process can be turned in to a best practice for idea sharing that takes into account the challenges and success factors mentioned before.

Table 1 Recommendations for the idea sharing process (Pirkkalainen & Pawlowski, 2014)

| Main activity | Tasks | Issues to consider |
|-----------------------|---|--|
| Initiate idea | <ul style="list-style-type: none"> -Set the basis for your idea -Decide form of initial collaboration (push/pull) | <ul style="list-style-type: none"> -Is your organization already open and transparent? -Should you find external contacts for the very first ideas or stick with your closest ones? Build a foundation with a trusted network. -Discuss the overall plans and aims with all actors |
| Choose channel(s) | <ul style="list-style-type: none"> -Consider scale (exploring and publicity or directed requests and specific expertise -Select the key networks and services | <ul style="list-style-type: none"> -Simplify both your public invites to collaborate as well as the contributions you make (much easier to contribute in an online context) -Explain benefits and aim towards reciprocity (to overcome "what is it in for me" barrier) -Aim for personal relationships -Decide what type of contributions are minimum. Simplest contributions might have their place |
| Set your tiny project | <ul style="list-style-type: none"> -Define tasks, roles and deadlines related to your ideas so far | <ul style="list-style-type: none"> -Don't call it a project! Make it as informal as you can -Taking lead boosts motivation, give everyone a |

| | | |
|-------------------------------------|--|--|
| | <ul style="list-style-type: none"> -Discuss and agree on everyone's contribution | <ul style="list-style-type: none"> chance to shine -Not all will be active and people should be able to do only what is interesting for them. -Iterate! Find new people, open new doorways |
| Design and implement your solutions | <ul style="list-style-type: none"> -Keep it organized -Extend the collaboration to industry and students if relevant | <ul style="list-style-type: none"> - What ever your idea develops to, define one key place for managing your collaboration, no matter which tools and services you use -Levels of openness are crucial. Ideas can lead to many directions, what is discussed in a closed setting can be later opened -Not all has to end up being Open. Explore other business opportunities and collaborations |
| Increase visibility | <ul style="list-style-type: none"> -Make noise on your collaboration -Distribute good practices -Share the artifacts and solutions you create -Explore and extend partnerships | <ul style="list-style-type: none"> -Personal collaborations might enable cross-institution opportunities, shared learning offerings or projects. -Lead by example -Bigger movement will happen slowly and you will come across resistance - Iterate! Discourse leads to new ideas |

The next steps of the project focus on concept validation that takes place through the pilot activities with the use of the collaboration environment. Through the concept validation the previously presented views on processes are extended especially with matching tools to different phases of idea sharing.

4.4 Deriving OEI processes through context-scenarios

Our aim was to explain context scenarios for OEI. The context scenarios describe a flow of actions that provide a structure for the entire collaboration process from idea development to creation of OER. Those steps and stages can be viewed as processes.

The first context scenario on collaborative course development is now implemented as a template to the collaboration environment (Figure 5). The activities are visualized in the left side of the screen as steps that users can go through.

OEI2

Home

Search

Create

OER Repository

Language: English

avidal

Photography course

started by avidal

Post Artifact

Activity

Admin

Initial Ideas (5)

Description

Target Group

Course Objectives

Prerequisites

Constraints / Standards

Outline (4)

Course Objectives

Learning Outcomes

Didactical Concept

Course Plan

(Course) Development (1)

Course Development

Evaluation (2)

Experiences and Feedback

Follow up

Description


Posted by avidal 2 days ago

Initial Ideas

What is the course all about. What is the broad topic, what are the main aspects to be covered?

Start collaboration

test



from KenRockwell.com

<http://www.kenrockwell.com/nikon/d80/images/d80-top-950.jpg>

tester 2 days ago

start from here

reply

hejupirk 2 days ago

Thanks. Will do!

reply

pitsbill 2 days ago

idea owner (creator) can edit/remove idea items

reply

vpitsilis 2 days ago

@pitsbill

It means idea owner can a) remove completely item from category or b) edit item title and description. Collaboration ("start collaboration btn") space is accessible for all collaborators.

reply

Comment

please type your comment

Post comment

Edit

Delete

Target Group

Posted by avidal 2 days ago

Initial Ideas

Briefly describe the characteristic requirements and preferences of the target group

FIGURE 4 USING A TEMPLATE FOR COLLABORATION

The steps for a collaborative course development could be explained to consist of the following stages.

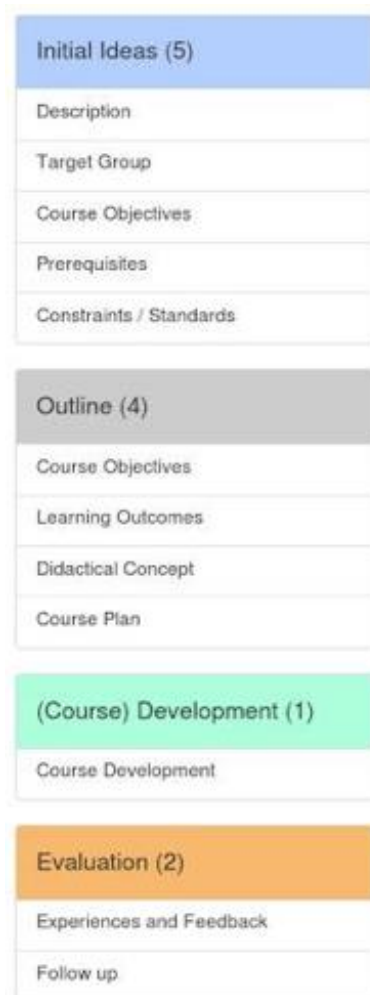


FIGURE 5 COLLABORATIVE COURSE DEVELOPMENT PROCESS

While each process can differ in reality, the following stages were seen as crucial in our previous analysis. The piloting phase will inform us how educators feel about the initial processes that they would fit their collaboration in. In the next phase we will extend these processes towards the real collaboration of educators and validate our initial processes and models. This part is crucial not only from the conceptual side but for the entire project.

SUMMARY

The findings indicated that educators do see the benefits and need to be engaged to collaborative actions on developing educational resources and activities, even on a global scale. The findings show that the previously attempted approaches of providing tools and services for re-use and adaptation of OER do serve a need. But at the same time, educators did emphasize that such approaches are not yet facilitated properly. Facilitation of such activities is not supported by the initiatives, the learning institutions they work for with the exception of personal activeness to collaborate face-to-face with own trusted circles of colleagues. The findings indicate that rather than giving tools for collaboration and expecting the community to act, collaborations on educational ideas should learn from open source community and build the collaborations as tiny projects. Depending on the interests of people and the aim for the collaboration, wider networks might be relevant from the start but at the same time it has to be acknowledged that collaborations and idea generation will most likely initiate in closed environments as an outcome of discourse of with trusted peers.

The online mode will likely be the greatest opportunity and limitation for collaborative idea sharing as it has been for OER and also for MOOCs that rely on information transmission solely (Clow, 2013). Our

inspection highlighted one common problem for OER that still remains to be unsolved: OER that originates from a differing context and not tied to own curriculum is very hard to adopt. Especially when didactical principles and reasons for selecting those specific components for the OER are only in the head of the person who firstly created the OER. The greatest opportunity in sharing educational ideas with the open education communities was not only the expected quality improvements from the discourse and peer-reviews of trusted international colleagues but the potential partnerships and long-term collaborations you would not come across in your daily context.

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