Marshall Smith, “Ruminations on Research on OER”

Key Points

The characteristics that define OER potentially add value above or different from those achieved by a similar non-OER pieces. OER could be widely disruptive, but institutional barriers will need to be overcome. There are nine areas of Research that can help OER become more widely adopted.

- **Policy**
  - Positive and negative factors in the political environment
  - Characteristics of current educational policies that constrain or enable the use of OER
- **Access/use**
  - What added value does OER have?
  - What distinguishes OER from other products?
  - The local conditions that make it possible to easily and fruitfully exercise the 4Rs.
- **Effectiveness**
  - “As the educational landscape changes, the nature and content that we expect of student learning might change as well” - also as the job market changes, as society shifts.
  - Do OER that are adapted to fit local needs improve achievement and attainment?
- **Innovation**
  - OER are less bound, and therefore might be more “genuinely innovative”
  - Innovation is by definition unexpected – we should be open to it, especially since we don’t know what could come of it.
- **Beyond Formal Education**
  - It would be interesting to organize OER by outcomes rather than sectors (e.g. water scarcity, global warming). This is similar to the learning outcome idea we had.
- **Sustainability**
  - It isn’t necessary for any particular OER to be sustained forever.
- **Development and Improvement**
  - “Studies to understand and improve the process of creating, altering, and using OER”
- **Implementation**
  - What is the process for introducing OER into classrooms, schools, districts and countries and how can that process be improved.
Additional Resources

https://edtechbooks.org/-Txh
https://edtechbooks.org/openedreader