

## ICEH Webinar: Open Education – Does it work?

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[Sally Parsley] Hello, everyone, and thank you very much for coming to this webinar on Open Education-- does it work for eye care educators and learners. My name is Sally Parsley, and I'm the technical lead on the Open Education programme at the International Centre for Eye Health, and I'm hosting this session today. So before we get started, I just have a little bit of housekeeping information.

We're going to hear our two presentations first, they're each about 10 to 15 minutes, so they'll be about a half-hour in total. And then we're going to have a short Q&A session for the last 15 minutes. So, during the talks please send in your questions using the question box on the webinar menu tab, and I'll collect them and ask these questions to our two presenters.

You can download the presentations from the hand-out section of the webinar menu tab. This will open up if you open up the menu options by clicking on the orange arrow on the tab. And that's also where you will see the question menu where you can ask us questions.

And, finally, we are recording this session, and I will be sharing a link to the video, and also to a transcript in a few days' time. So, let's get started. This is the second in a series of five monthly webinars that we are hosting at the International Centre for Eye Health. And the aim of the webinars is to explore how we as eye health educators can use digital technologies, the internet, and this concept of open education to innovate and improve our practice, and address some of the really big challenges that we know are currently facing eye care training around the world.

You know, issues such as the need for more trained professionals to deliver universal eye health, and the lack of and maldistribution of faculty and resources. So, we looked into these issues in some detail in our first webinar in January, and if you missed it and are interested to see it, you can view it and download it from our web page. If I just go back, there is the link there. [iceh.lshtm.ac.uk/oer/webinars](http://iceh.lshtm.ac.uk/oer/webinars). You can download this presentation to get hold of the link.

So, today we're going to move on from looking at that big picture about open education and the need for innovation and eye care training, to look at some of the evidence that research has been finding about the impact of open education activities on learners and educators-- the benefits and the challenges.

So we're going to hear from our very own Dr. Daksha Patel about the experiences here and in our Open Education for Eye Health Programme. And we're really delighted that we also have Dr. Rob Farrow from the Open University, who is going to talk about the work of the Open Education Research Hub-- OER Hub-- and summarise some of the really interesting results they've found in a recent OER Impact Research Study. So, thank you for joining us, Rob.

Before we get started, I just wanted to summarise what we understand is open education-- it's a little bit of jargon. We thought this would be a useful thing to go through just ahead of the two presentations. In essence, we can define open education as activity aimed at reducing barriers to participation in education and learning by reducing the cost of education, or by

reaching learners at a distance, or by removing the need for prior qualifications to access a course.

Open Education is not a new idea. For example, the public library movement of the 19th century, such as this Andrew Carnegie Library from Trinidad that is showing on the screen. It gave many working people access to printed information for the first time. Radio and TV have been used for many years to give health information talks. And even the University of Buenos Aires in Argentina engaged in open education by allowing entry to anyone with a secondary school degree since the early 20th century.

So open education often makes use of technology, but it's also about cultural issues, as you can see from those examples-- about empowering learners, or improving the equity of educational provision. With rising access to digital technologies and the internet, the focus of a lot of open education activity has moved online and digital. That's what we're looking at today in terms of impact.

Open online courses such as the ones we're developing at ICEH, and open educational resources, which Rob is going to talk about, can be defined as digital materials which anyone can download, use, change, and then share again for free without asking for permission from whoever originally published the material. And this is done through a special copyright license, which is often the Creative Commons, that's the most popular one. And that's the one we use.

So I've kind of raced through the definitions of open education, I hope that's helpful for you in our two talks. And I hope you can start to see how we feel as proponents of open education, that it can play a significant role in shaping how we address the issues that are facing education globally today.

So, now I'm going to hand you over to Daksha. Those of you who are new to the International Centre for Eye Health, might not know that she's our e-learning director, and she's been with us for many years. Firstly, as our Director of our MSE and Community Eye Health for more than 14 years, where she heard about the frustrations and challenges that more than 300 students from all over the world were experiencing in their own settings around eye care training and learning. Before that Daksha was actually an ophthalmologist in Kenya for nearly 10 years. And latterly, since 2014, she's been our Director of E-Learning, and has been grasping funding opportunities to develop the e-learning, and open education at ICEH.

[Daksha Patel] Thank you, Sally, and thank you for the overview on what we covered on open education last week. So building on from that, I thought what we'd do is discuss very briefly the relevance of open education, particularly for eye care. And what have we learned so far from the experiences that we've had since we started to dabble in open education. And then looking forward to where can open education and eye care be used to support curriculum development, and development of learning resources. And also, keeping in mind that at all points we want to ensure that there is quality in the content that we produce.

So, from that perspective, I take you back to this slide that we had last time, looking at the magnitude of visual impairment, which is 285 million people. But as you can see from this rather distorted map, that if we go by where are these blind and visually-impaired people, we

find that the countries that are shown in rather swollen perspective is where they are mostly-- that's where the visually-impaired people are.

Whereas, you can see within the Americas and in Europe, that these have shrunk down quite a lot from its actual size, because the numbers of visual impairment are less. So you can see uneven distribution of the burden of visual impairment across the world. Now compare this with this image. And this is an image that's showing us how public health spending is taking place around the world. And then it's a complete opposite picture. So the money that is now being spent would now give the Americas, particularly the United States, a much more enlarged-- and they have a large-- budget for spending and public health, similar to Europe.

When you look at Africa, and India, and even China, and even to some extent within the islands around the Pacific, you find that the funding is almost non-existent in those settings. So, as a result of this, we're finding particularly in eye care, that the distribution of ophthalmologists per million population is again so varied, you find places around many parts of Africa, where you can have less than one ophthalmologist per million population, compared to many parts within Russia, where you have over a hundred ophthalmologists per million population.

And this disparity in the distribution of health providers is further seen in this mapping survey that we carried out across 20 African countries. And what we found that, of course, what's immediately obvious is that there is no one corridor that provides the service, but there is a range of different corridors. And, again, their distribution is so varied between urban and rural regions of the countries.

So we're faced with a range of challenges. We have a wide range of practitioners, and a wide range of teams that provide services. A large number of them work in isolated, remote settings, and these are often the allied eye health workers.

Across the board, what we have found was that the clinicians double up as trainers, and the resources they have are very limited. And when you look at what continuing medical education is, it's often de-prioritised when looked at the clinical activities that need to be conducted. Looking at the curriculum that these practitioners are trained with, they're mostly clinically-driven, that is looking and focused on the one patient in front of them. Which is correct, but at the same time, we feel there is an urgent need to also look at the public eye health approach. And at present there are limited or no resources at the local level. It certainly lacks trained faculty, and overall there's very few resources available to people to use to teach public eye health.

So coming from that perspective, we asked ourselves about three years ago, can open education work for eye care? And what we did look and know that we had is that we wanted the content to be purposive and practical for a wide range of practitioners in the field. We knew that the content had to focus on key conditions that can be used to manage avoidable causes of visual impairment, which is like cataract and refractive error.

And the technology that we chose to use was online. And open education gave us that added did extra to allow us to share and adapt, particularly to localise that knowledge where it was needed. How did we go about doing this? Well, we were funded by Seeing is Believing, a standard charter project. And we were able to develop a six-week online course. We pilot tested that course in three countries, in Kenya, Ghana, and Botswana, and across a wide range

of practitioners from ophthalmologists, optometrists, clinical officers, ophthalmic nurses, and even refractionists.

So we took what was known to us, which is our face to face content that we had tried and tested and used for many years. We took 60 hours of that content, we redeveloped it to have an open online course made up from that, of course with the Creative Commons license, and then shared it with our partners in these three countries. And we took a bit of learning from that. And all this was funded through these bodies along with the London school.

What we then did was we created the content with this online and used the specific elements of planning and managing cataract and refractive services. So making it very specific. And we delivered it to all these cadres within these settings. Each of our country facilitator was then a key partner in making sure that the content was made available to the right people in the right locations.

We did a pre and post code survey and a follow up one year later on what was happening. What we found with the 88 participants that we enrolled in these three countries for our pilot project, we found 83% this was their first online course experience. We're very encouraged that 64% actually completed this course, 32% completed more than half of this course, and only about 4% were unable to start the course. When looking back on the post course survey it was only one person who actually felt that by participating that this was not a good experience for them. So we were very encouraged by that strong agreement on good learning experience.

We followed up a year later to see and define very closely what were the key characteristics of some of our completers. And we looked and developed some case studies around that. And very often we found that many of these practitioners were based in remote settings, they were completely challenged by the internet and electricity access, and they worked at weekends and at night to do the course. They used a variety of tools which is 3Gs and smart phones, and the reason why they did it was they felt it was a very important source of information for themselves and to share. And the use of content to apply it to their practice, which is to understand local cataract backlog, plan service to increase their cataract surgical rate, and to address patient barriers. So they were very specific on how they use this course.

The partial completers had a very similar profile, but they were very strategic learners. They only downloaded what they wanted, and they could go back to use it as they required. Their challenge was their workload. Their clinical workload set them back. And personal motivation and time management issues were raised as major concerns.

Our course facilitators in each of these countries felt that this was a great way to move forward, and actually felt it was a great way to involve people in remote places. And the relevance was that it was applicable at the practical level. And huge numbers wanted to participate, but what we had only done was a pilot. So we then went on to develop this course as a MOOC on FutureNet platform, and eventually had over 5,000 people who joined. A large number of them were active learners. Many of them were from low and middle income countries. And this for us has been very encouraging and we're at present running our third run of the MOOC this year.

The key takeaways from the follow up of the people that participate on our courses has been that the materials were useful, they could be adapted, it has changed their attitudes with

empowering patients, they have developed specific school screening programmes for visual impairment, and are now monitoring their cataract surgical rate. So what it's done, we are often trapped within this conventional relationship and education, and this is not just specific for African universities, this can be found across a wide range of settings that people come to one institution to get the knowledge they require.

What we're wanting to do is if we can with open education replace that with a networked relationship, and make the sharing of knowledge easier and practice improves what to the sharing of that knowledge. There's a lot of potential for open education whereby we can take this generic content that we've created and of course enable it for reuse, adapt it for local settings, increase the accessibility so through online but also to other technologies. And this includes downloading it on to USBs, but also embedding it into curriculum.

And this process has already begun for us. We're now working with three partners again in Africa in Nigeria, in Kenya, and at the University of Cape Town in South Africa. What they're doing is they're taking the course that we've got, they're localising that content using the Creative Commons license, they're adapting it for again an online version for that local setting, but also using that content to facilitate and support the teaching that's taking place within their classrooms. And they're providing it accreditation.

So what this is giving us now is that we've got a framework within which we're looking at the course through this Creative Commons license to give us products, platforms, partnerships, policies, and promotions. To make sure that we've got relevant content selection, our experts are contributing it and therefore providing quality. Partnerships with educators are ensuring that it's going to become relevant for the users. Increasing digital literacy, and this webinar is part of that package that we are developing. The adaptation by those experts at a local level and aligning them with their local curriculum. And this is where we feel that there is lots of quality measures that allow us to keep improving and embedding the course in a practical manner.

So in conclusion, as a growing demand for knowledge delivered outside the classroom, open education is driven by the Creative Commons license and its use, reuse, adapt and share are its key strengths. And certainly this has allowed us to shift the balance a little bit. And there's a lot of ownership of learning, particularly as people are taking on and embracing self-directed and self-paced learning. We believe the content has a lot of merit in how it's been selected. The completion as a marker is insufficient. We believe that there would be strategic uses of the course. We'd use what they want. And that is also practical for their own settings.

Our key interest is to maintain quality for the resource and ensuring this qualities through experts and use of peers. So in summary, I think we're expanding our open education programme to involve a lot more different subject areas over the next few years. So we certainly believe that if we've lit the candle, there will be others who can take the light and share them in other places. So thank you very much for this opportunity and for listening.

[Sally] Thank you so much, Daksha. I think one of the key things for me from your talk was how learners and educators are empowered in some ways to take control of their own self-directed learning.

OK, so we're now going to hand over to Rob. So I'm just going to introduce Rob to you and he's going to present on what the research into OER impact has been finding through this

OER research hub. So Rob is a philosopher, interdisciplinary researcher, and educational technologist. As a research fellow at the Institute of Education Technology at the Open University here in the UK, he's been involved in a range of projects allowing him to develop expertise in accessibility, evaluation, mobile learning, and the use of technology to support research communities. And most recently open education.

Rob is a key member of the Open Education research hub, which is leading research into the impact of open educational resources on teaching and learning practices. And in the OER research hub, he's built a strong personal network through collaboration, working with a range of key stakeholders to research non-formal and institutional use of OER. He's also acted as a research consultant for the ROR-- I never pronounce this right-- the ROER 4D project, which is based at the University of Cape Town in South Africa, and which is looking into the impact of OER use in the global sites. And he's also worked with the open knowledge foundation.

His research interests are wide ranging, gravitating mostly around communication and ethics in policy formation, decision making, knowledge transmission, and teaching and learning. Thank you so much for joining us Rob. I'm going to now switch over control to you, if I can just find you. There we go.

[Rob Farrow] OK thank you very much. And thanks for the invitation to come and speak with you today. What I was going to do was basically give you a kind of overview of some of the work that we've been doing over the last few years and include, I suppose, some of the findings that will maybe offer some context to the data discussed in the previous presentation. So if you're on Twitter, you might want to follow the project. It's @oer\_hub. We're a team of five at the Institute of Educational Technology at the Open University. Again we're all there on Twitter individually as well. If you want to connect with us, that's a good way to do it.

So we've been doing quite a lot of stuff over the last few years. And I suppose it's fair to say I could speak for a lot longer about some of the findings that we've had. One way to just give you an overview is to think about stuff we've done over the last six years. Starting in 2012 when OER research hub was first constituted as a project through the work that we're doing at the moment. So to start off with, I'm just going to talk about the first three years if you like, was this sort of core impact research stuff for OER research hub. So we worked in collaboration in this project with lots of people who were involved in producing and using open educational resources. In our collaboration model, we had four sectors of focus. Higher education, schools what they call K-12 in the USA, community colleges or further education, and informal or non formal learning. And when we were funded to do this work, there was a lot of talk around the potential of OER to transform education and widen participation and so on.

So in this project we looked at 11 hypotheses. Each one designed to focus in on the evidence base for these particular claims about the potential of OER. So we built quite a big set of data. This was a global project. We had more than 20 surveys, did more than 60 interviews, various focus groups, collected impact statements, and so on. I'll go and talk about a bit more about this data towards the end. You can see here that we had about 180 countries represented as part of that data set, predominantly based in the USA because that was where the focus for the work was. That's where the funder was based and that's where a lot of our collaboration partners were based. The data that came out that part the work we did was

mapped and we did some data visualisation with some of it as well. If you want to check any of that out, it's OER impact map.

We also took some of that survey data and made an experimental tool so that others could use it. So rather than just releasing the dataset open that we also create a tool for people to explore the data themselves. If you want to read the reports themselves, they're available for free on our web site. The evidence report summarises for each hypothesis. I'll talk a bit about some of the findings from this at the end of this presentation.

We had a change of focus. So rather than being purely focused on research into OER, which is open educational resources, we widened that focus to include other aspects of open education such as MOOC and open educational practices and so on. Increasingly, we've also taken on a kind of research capacity building role and a leadership role in this area. It's actually still quite a new area, open education, and methods for doing research into something like what's the impact of adopting OER are not established. So there's quite a lot of experimental and exploratory work going on around this.

So under our new kind of aspect as OER hub, we have this broader focus. I'll just tell you a little bit about some of the projects that we've got going on at the moment. The BizMOOC project is an EU funded project which is focused on the potential of MOOC for learning about business and learning the kind of skills that are useful in business across Europe. The explorer project is about producing an open online course to train teachers in the practicalities of OER reuse. We also run the GOGN, which is the global OER graduate network, which is a network of PhD students involved in research projects around the implementation and evaluation of OER in educational institutions.

Building this network is quite an interesting aspect of what we're doing at the moment. We're aspiring to get I think about 100 people as part of that network. At the moment we have 45. You can see here that they come from a range of different countries. We had our first alumni trying to come through now. This work, as well as the OER research hub work, was funded by the Hewlett Foundation, who really had taken lead in supporting OER research and OER programmes around the world. We also have the opening educational practices in Scotland project. This is about collecting evidence around the way that people use OER in practice. And thinking about some of the assumptions that we make about what people actually do with OER.

We also have the OER world map project to develop some of the earlier mapping work that we've done. The idea here is to create a database of OER activity around the world. So one of the kind of criticisms people make with open educational resources is that they can be hard to find. Hard to find good quality resources in the area that you need. So part the approach here is to create a better way of indexing and a better information architecture about the resources themselves. But it's also about putting people in touch with each other and supporting the development of communities around open educational resources.

Another piece of work which you might be interested in which we did last year-- it's still being written up-- is to have an ongoing kind of consultation with the open education community about what the next step should be. How best to organise, and what areas to prioritise research in. We just launched a survey today for a new project. OOFAT, which is Open, Online, Flexible, and Technology Enhanced models. This is collecting examples of best practice for sustainable business models in open education. You, can read if you like this

textbook we've produced on the process of open research on how to become an open researcher. This is another aspect of the work that we've been doing.

But just to give you a flavor of some of the headlines coming out of some of this work. Going back to this data set that I mentioned before. There are some things that we can say which I think echo some of the findings that Daksha was talking about. So when we asked people, including both educators and students, in the institutions which we're calling formal learners here, 37% of educators said using OER improves student satisfaction. More than half of formal learners agreed with that. We had about a quarter of educators and about a third of formal learners say that OER use results in better test scores. It's difficult to triangulate that data because it's quite hard to get institutions to share something like pass and failure rates for their students. But it's a finding found consistently across lots of different surveys.

Another area that I think is something that's quite interesting to reflect on. We asked people who use OER whether they adapt resources to fit their needs. By that we meant something like do you engage in the behaviors that you're unable to do through open licensing, like remixing and reusing and so on. And this came out nearly 80%. In one cohort which was the non-formal students, it was as high as 85%. So there's an interesting question there about, well, did they mean the same thing that we meant by adaptation. Possibly they meant I just took something and made it fit with what I needed it for. It's often said that low cost is the reason that people use OER. We didn't find much support for that. I think freely available online was probably a more significant element.

And when you look at the number of learners who are not registered for a course of study, but say they're using OER, that was as high as 75%. But you might say at this point, well, what's OER in a way. Does it have to be the stuff that's in an OER repository or that's designed to be used as OER. We found that a lot of people, especially teachers, are actually using OER for quite a wide variety of reasons. It could be just to brush up on something quickly, reading Wikipedia. It could be that they're planning a lesson and looking for inspiration for something, a new angle they can take on it. They are very unlikely to actually type OER into a search engine. But they're looking online for materials that are freely available all the time. And learners and educators are both doing this.

One of the things we're interested in at the open university is the extent to which people can be encouraged into formal study through the use of open educational resources. The OU has the open learn platform which is the big OER repository there. You get an interesting sort of polarization around this, people who have used these kind of resources. Roughly 20% say it makes them more likely to go on to formal study. About 20% say it makes them less likely. But you can interpret that in terms of a quality issue. But it's not so much that as people having their learning needs met by what they're finding for free online and not feeling any need to go to any extra level with that.

This is not my graphic. This is someone else's. There's a citation on the side. But I thought it might give you a sense of how there's lots of different elements to all this and different things that are happening and different layers to all this. When we talk about something like impact, what we imply is a kind of nice neat causal relationship. So we did A and B happened. But obviously, these things are much more complicated than that. And furthermore I'd want to say that most of the time impact is contextual. So the difference it makes is dependent on what the context is like. I would be tempted to frame this in terms of openness itself being

basically directed toward removing barriers and increasing freedom and increasing people's autonomy.

So the more free you are, there's lots of different ways that you could realize that. So it's quite hard to say, well, this is the result that will happen if you introduce OER. In some cases, the priority is more to do with if you like not really changing the way people teach and learn but doing the same thing with open resources. So rather than using proprietary materials, they might start using a free or open textbook. This is a big thing in the USA where the cost of textbooks can be huge. Other communities are more interested in the more revolutionary aspects or more radical aspects of this which lets people take more control over what they're doing and how they're teaching and how they're learning.

But I suppose I'd want to also offer the caveat to that, that you still need to be able to be a good learner to access a lot of this stuff openly even if you're an educator who's interested in using it. There are certain skills around it. Partly they're skills like-- they're conditions like access and accessibility, do you have an internet connection, can you use a computer, and so on. But it's also things like do you have the confidence and the mindset, do you have the right language skills, the right time management skills, the right digital and critical literacy, and these kind of things. So even in an area like medical education where obviously quality is paramount, there can still be a role for OER in supporting these kind of secondary skills and the culture of learning that's desirable I would say.

So I think I should stop because otherwise it could go on for a long time. Thanks for listening and I'll take any questions that you have. The slides are there for anyone who wants to have a look through, and there's some links on there to follow. At the end here you can see, I've given links for another couple of open education research groups. The open education group in the USA, and the ROER 4D project. Plus a bunch of links so you can check out more stuff from OER hub. We have a long list of publications if you want to find out some of the nitty gritty details. And get in touch if you have any questions.

[Sally] OK. Thank you so much Rob. That was so interesting. I'm just going to take control back. Thank you so much. OER research office doing such interesting work in so many areas. And with such a small team, I don't know, I don't know how you're doing it.

[Laughter]

And that was a really interesting point you made at the end about the need for OER users to have good learner skills as well. That was something we're definitely starting to think about here.

So we have a question in from Lynsay Sundram which is for you Rob. And that is are there any GOGN members in Malaysia. Is it only open, and is it only open to PhD researchers and alumni. Thank you.

[Rob] So I don't know off the top of my head if we've got anyone in Malaysia. I can check and let you know. We do accept people who are not necessarily doing a PhD. And there are different levels of membership as well. So anyone can join just as an associate. So anyone who's just interested in that area and wants to stay in touch with the project. But we have some masters students who are thinking about going on to doctoral study for instance. So you could definitely join, it's just a question of what specific role you'd want to join as. It might

be easier just to join as an associate first and you get all the e-mails and everything. And then you'd have access to the group and you'd have access to the staff to talk about where you might want to go with it next. So yeah, just get in touch through the website and go from there.

[Sally] Thanks, Rob. And actually I'm an associate member I think. Recently finding you and it's been a very interesting, there's good e-mails Lindsay. If you're interested, I recommend it. It's a very good resource. I have a couple of questions actually for both of you. So I'll ask both questions and then I'll hand the mike to Daksha and give Rob a little time to think about his answers. So my first question is which of the reported findings from the impact studies, Daksha benefits and the challenges, did you find the most surprising or inspiring? Which one really made you think I didn't expect to see that. And the second question is a bit more wooly. And it's about this idea of community of users. How important do you feel the community of users is for generating long term and sustainable impact? I hope that even makes sense. Daksha?

[Daksha] Thanks, Sally. Well I guess when we first did the pilot study we were going into territory that was totally unknown to us. What did surprise me was number of people who had never done an online course before. And it made me add what the level of satisfaction they got out of that new experience. So it kind of was a breakthrough into a completely new medium of education that had not been explored in eye care particularly. So for that reason I thought that stood out as the big flag from which we now went on to develop a lot more of the online content, and using the Open Education principle.

And the second point that you raise, the importance of community of OER users. And the way we are going about this is that it's important to have this community. And particularly we want to link that community with the body of experts that we have in our subject area. So it's a very specific and strategic approach to enhance our community through the educators who can directly influence and shape the curriculum. So I guess yes the community is very important and it allows us both a top down and a bottom up approach. So of course we've got the curriculum with its accreditation and the educators, but then from a bottom down it's the users and how they're sharing that content with their own teams. And that creating that whole network is the way forward we think to strengthen eye care education.

[Sally] Thank you Daksha. Yes. Rob?

[Rob] Yes so, a couple of things I suppose as examples of potentially surprising findings. Firstly I would say there's a kind of contradiction between the professed beliefs and the behaviors of people who advocate for open educational resources. So what I mean by that is when you ask people do you believe that you should be publishing your resources in OER repository on a creative commons license and doing it all by the book so to speak. About 2/3 agree with that. But when it comes to do you actually do that, we got about 12% or something like that. So a lot of people think they should be doing it but they don't do it. And that's quite an interesting finding to me because probably that's an interesting thing anyway that contradiction.

But also, if you can imagine that there were these kind of cohorts or very committed open education advocates who were just doing everything the way that they should. But most people are actually just kind of online looking for stuff and if it's useful they use it and that

may be a bit worried about what they can and can't share in risk of violating copyright. So that kind of contradiction between belief and behavior I find quite interesting.

Another example that surprised me I suppose was when it came to some of the work I did was looking at policy and OER policies that were, if you like supposedly springing up to support this kind of growing OER movement. It actually turned out to be really hard to find examples of where there'd been some sort of piloting or innovation which has subsequently led to a policy being put in place in an institution to support OER. And what it revealed was that actually a lot of this stuff is happening below the radar and it's kind of informally shared and people are saying this is a useful resource but it's copyrighted so I can only share this much with you and I'll do it privately on email and this kind of thing.

So what I take from something like that is that people are just using stuff. They're out there doing it already. And most of the time they don't really care very much about what the license says on it. But in reality the license is important because that's what gives you the legal protection. But the copyright laws that we have, if you like are sort of channels for disseminating information. The legal frameworks are based in the 20th if not the 19th century. So because we have this ability now to reproduce information anywhere in the world pretty much instantly and at marginal cost, anywhere in the world, not everywhere, but soon it will be everywhere. I don't think that our frameworks have actually caught up with that kind of technical development.

[Sally] Absolutely. I would really agree with you there. That would be our experience as well. And in fact, we sometimes talk about weather creative commons actually confuses people. And that this focus on copyright that we're forced into as institutions through copyright and IPR is a real barrier.

[Rob] And so thinking about that from a kind of-- going back to this idea of well you've got the people who just want to keep the system the way it is and replace all the textbooks with open ones, versus people who actually really want to change the way that it works. I think it goes back to that idea of copyright as a kind of instrument of control effectively.

[Sally] Absolutely. And it's that sort of terms of our employment that we use it. It's embedded in. It's in there. Unfortunately-- I could chat for hours as well-- unfortunately, we are out of time. So I'm going to have to stop the questions. Thank you. Thank you first to both of our presenters. Thank you both to Rob and Daksha for giving up your time to talk today. Two really interesting presentations. Here at ICEH we very much want to thank our funders who make all of our work possible. And to let our participants know that we are-- I hope you've enjoy today, and got useful information out of it. And hopefully perhaps be inspired to look in to OER and open education a bit more.

And maybe even join us next time on March 15 where we have a very practical session on finding and using open online courses which will be led by Joe Stroud who is our e-learning manager here at the London School of Hygiene and Tropical Medicine. And we'll also be talking a little bit more about this dreaded copyright issue with a member of our team Astrid Leck who's going to come along and talk about that. So thanks again everyone. I think I've covered everything Daksha.

[Daksha] Yeah thank you very much.

[Sally] Thank you Rob.

[Rob] Thank you.

[Sally] Take care everyone.

[Daksha] Bye bye.

[Rob] Cheers. Bye bye.

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