Special Issue on Open Educational Resources – call for proposal

From Open Educational Resources (OER) to Open Educational Practices (OEP): examining re-appropriation of resources in open and distance education.

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Call for proposal: a two page abstract to be submitted by 30 April 2019

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Call for proposal

The term OER (Open Educational Resources) was coined at the UNESCO Forum in 2002 and it refers to ‘teaching, learning and research materials in any medium, digital or otherwise, that reside in the public domain or have been released under an open license that permits no-cost access, use, adaptation and redistribution by others with no or limited restrictions’ (Paris OER Declaration, 2012). Since then, there has been a proliferation of institutional OER initiatives and projects fostering the design, reuse and sharing of resources in higher education internationally: platforms FUN-MOOC in France, and FutureLearn in the UK, the californian repository MERLOT (Multimedia Educational Resource for Learning and On-Line Teaching), the Scholarly Publishing and Academic Resources (SPARC) or the international global network Open Education Consortium, to cite but a few.

Open educational resources have similar intrinsic characteristics to learning objects which originated from computer science. They are determined by a number of reusability factors such as granularity, suitability, interoperability, portability or discoverability that foster reuse, repurposing, sharing and collaboration. In 2016, the OER competency framework was published in five languages by the international organisation of the French-speaking world IOF (Organisation internationale de la francophonie) in order to support educators to search, use, create and share OER.

1 http://tinyurl.com/unescoparis2012
2 http://www.fun-mooc.fr
3 https://www.futurelearn.com
4 https://www.merlot.org/merlot/index.htm
5 https://sparcopen.org
6 https://www.oecd.org
7 https://www.francophonie.org/referentiel-rel.html
However, despite their promises, OER reuse has yet to become mainstream in online or hybrid teaching in open and distance education. Several factors have been identified to explain the lack of reuse. A number of studies with OER (Petit, 2008 and 2009; Browne et al., 2010; Weller, 2014a) reveal issues related to the technology, access, localisation and metadata; to granularity and OER being designed for specific or individual contexts (based on creators’ specific needs with limited reusability for a wider audience); to the variable level of quality of resources and the lack of trust in sources; to the intrinsic teachers’ values and beliefs (ownership of teaching materials, fear that resources might be misused by others) and to a lack of institutional strategies to reward and foster use and sharing of OER as well as a lack of knowledge of CC licenses...

Up to now, OER research in open and distance education has mainly focused on evaluation of OER projects on creation, reuse and sharing of resources (Butcher, 2015). However, more recently, a growing body of critical literature has emerged reflecting and signalling a shift of focus from the creation and access of resources to open practices and open pedagogy to evaluate impact on teaching and learning practices (Ehlers, 2011; Cox and Trotter, 2017; DeRosa and Robison, 2017; Schuwer and Janssen, 2018). In open and distance education institutions, although use and reuse is generally becoming common practice, the sharing and redistribution of newly created resources is still very limited, as a result the reuse and its impact remain hidden. It would therefore seem that the apparent lack of reuse among educators needed to be revisited or examined with a different lens (Kellner, Massou, Morelli, 2010; Marquet, 2012), given that adaptation and re-appropriation of resources are not visible in public repositories or outside local institutional contexts. The lack of visibility of OER reuse does not necessarily imply that OER reuse does not exist or has no impact on practices or on education in general (Weller, 2014b; Weller et al, 2015).

This special issue therefore aims to investigate adaptation and re-appropriation of OER and their impact of teaching practices in open and distance education, whether online or hybrid. This calls for empirical studies analysing use or non-reuse of OER in specific contexts addressing various aspects such as: re-appropriation, adaptation, modification, remixing, sharing, redistribution, collaboration, translation or localisation of OER.

Proposals might include the following themes:

- What are the different forms of OER re-appropriation in formal teaching and learning that includes an element of distance teaching and learning?
- What are the drivers for teachers’ OER use and reuse?
What evaluation criteria do teachers use to select OER? Are they similar to the OER attributes as found in the literature?

How do teachers benefit from use and reuse of OER (impact on their teaching practices, improvement of students’ learning experience)?

What factors prevent teachers from redistributing the re-appropriated resources online?

How can these re-appropriation processes be researched and evaluated in open and distance education?

References


**Submission guidelines**

Papers must clearly state research hypotheses or research aims, methodologies and methods for data collection and analysis, references, contexts, findings and discussions. Papers must be able to be understood by the experts and researchers of the multi-disciplinary audiences of Distance and Mediation of Knowledge.

Proposals must follow the DMS/DMK journal publishing criteria: [http://dms.revues.org/75](http://dms.revues.org/75). Research articles should be 20-25 pages, 30 000-50 000 signs (notes and spaces included) meeting the required academic criteria. All articles will be peer-reviewed by two reviewers from the journal editorial board’s members. Articles will be published after acceptance and following possible revisions.

**Important dates**

- A two-page proposal should be sent to the three editors of the special issue: Luc Massou: [luc.massou@univ-lorraine.fr](mailto:luc.massou@univ-lorraine.fr); Cathia Papi: [cathia.papi@telug.ca](mailto:cathia.papi@telug.ca) and Hélène Pulker: [helene.pulker@open.ac.uk](mailto:helene.pulker@open.ac.uk) by **30 April 2019**
- Notification of acceptance based on proposal: **30 May 2019**
- Full manuscripts due: **30 August 2019**
- Notification of acceptance to authors: **October 2019**
- Online publication of the special issue: **first or second semester of 2020**