



Investigating sharing & reuse of open resources

The ORIOLE project is based at the Institute of Educational Technology, UK OU and centres on understanding and informing about the use and reuse of educational and open resources. It conducts research and develops open resources.

<http://orioleproject.blogspot.com>



Chris Pegler
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set up ORIOLE as part of her National Teaching Fellowship activity and to build on her PhD research. Chris has also worked with the OLNET project and was Academic Director of the SCORE project (2009-10). She is co-chair of OER13.



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The 2011 ORIOLE survey

192 responses, 75% in UK, 13% Europe
58% had **teaching** role, 43% had **research** role,
31% had **technical support** role, 29% had **staff development** role, 22% had **Library** role.
31% worked on a project where there was a *funding requirement* to share or reuse educational content (60% of these were **teachers**)
93% of those funded to share/reuse were in UK

Early 2013 ORIOLE survey

113 responses, 70 in English, 43 in Spanish
14% in UK, 24% in US, 33% Spain, 6% Europe
Most popular role was **teaching** (43% of English survey respondents had this main role and 56% of Spanish had this as a role)
58% worked on a project where there was a *funding requirement* to share or reuse educational content (>40% were **teachers**)

Adaptation and translation into Spanish

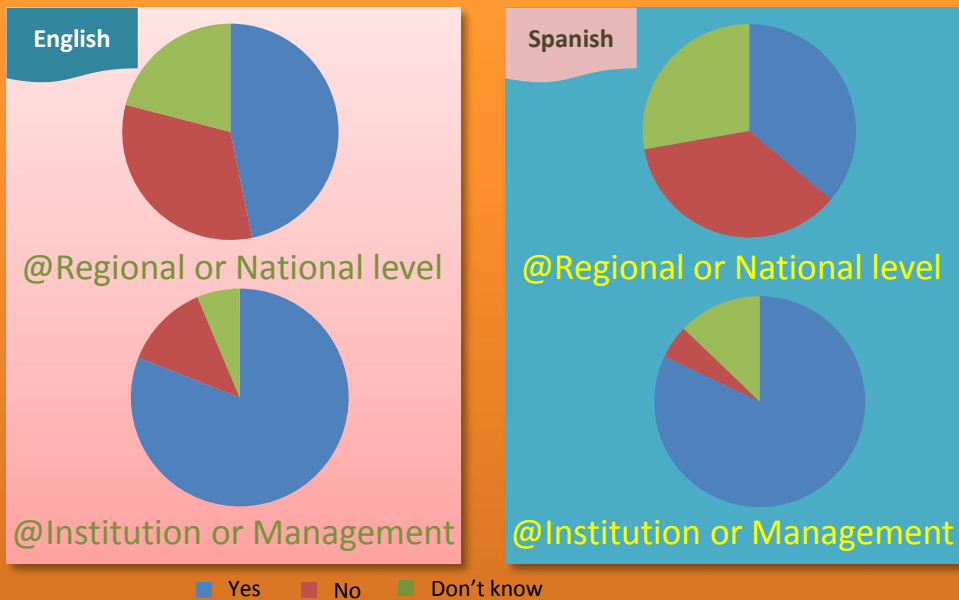
- We hope to gain and compare responses from beyond the English-speaking world
- We expect to balance 2011 UK bias
- In preparing Spanish translation questions were worded in more international language, paying attention to the geographical & educational context
- Distribution via non-English speaking mailing lists and contacts
- Responses from 27 countries so far (23 in 2011)

Are projects different?

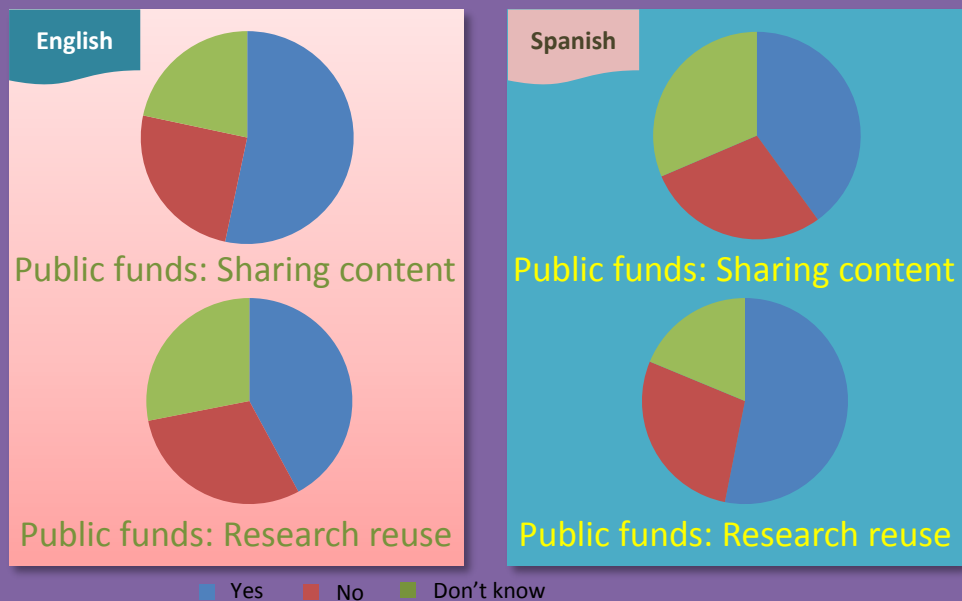
- They can be subject to **short-term funding effects** or **fixed-term funding effects**
- Special conditions may be placed through funding upon the **type and scope of activity**
- May be **constraints on project staff** – e.g. the type of appointment/availability/ sustainability
- Reporting may be focused on **addressing a limited range of performance measures**

See: Pegler (2011), <http://bit.ly/PeglerPhD>

2013: Types/Awareness of policy?



2013: Sources of funds for activity?



Top 3 reasons for open activity for respondents NOT linked to projects (2013: English)

- Reuse is a good thing to do (88%)
- Student learning quality is improved (87%)
- Good for my professional development (83%)

Most positive reasons for open activity for respondents NOT linked to projects (2013: Spanish)

- Resource quality is improved by sharing it (100%)
 - Online, available for remix by others (81%)
- Better appearance/technology than I could make myself (8%)

Top 3 reasons for open activity (2011: mainly UK) given by respondents NOT linked to projects

- Increases use of resources (89%)
- Student learning quality is improved (85%)
 - Reuse is a good thing to do (83%)

Top 3 reasons for open activity (2011: mainly UK) given by respondents LINKED TO projects

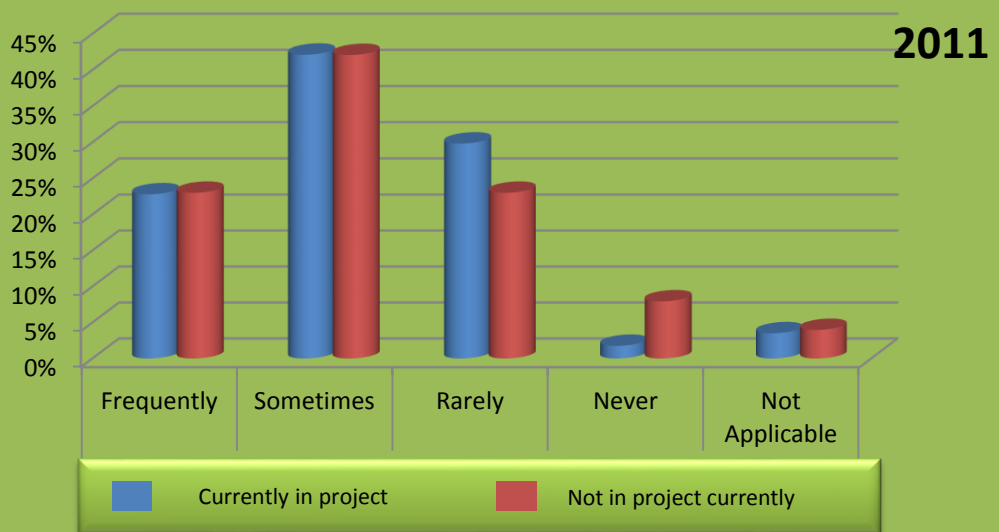
- Student learning quality is improved (91%)
 - Increases use of resources (89%)
 - Reuse is a good thing to do (83%)

2011: there was **little difference** between those working on projects requiring reuse/sharing and those not re. these **positive open statements**:

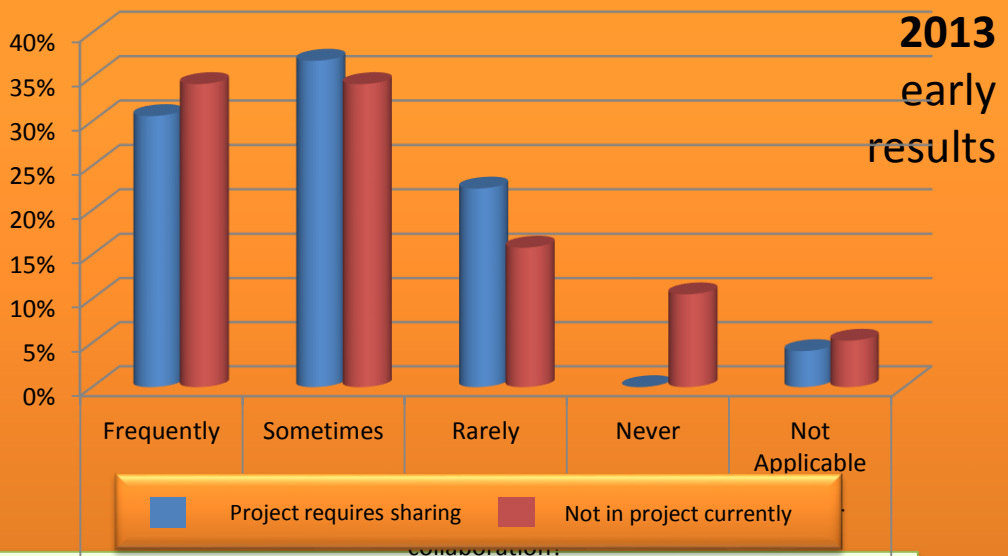
- Fully support idea of open content/OER (95%/89%)
- So much available, no excuse not to use (59%/60%)
- Unanticipated/exciting things happen (75%/64%)
- Sharing/reuse must be a teaching habit (74%/65%)
- Could be the most important development in academic practice for a long time (72%/64%)

2011: there was **little difference** between in **reservations about openness** those working on projects requiring reuse/sharing and re. these :

- No control over your resources (27%/29%)
- No real incentives for individuals (29%/36%)
- Free to use content is rarely good quality (14%/8%)
- Detrimental to the teaching quality (7%/8%)
- Don't know what open content is about (23%/25%)
- Tight finances = less willingness to share (26%/26%)
- Much 'sharing' is simply showing off (29%/29%)



Do you share work-in-progress?



Do you share work-in-progress?

The 2011 ORIOLE survey questions have been reused for or influenced other surveys, e.g. the [Sesame survey by the Oxford University TALL group](#) (and themselves reused of some CD-LOR questions). The 2013 survey is a remix of the 2011 survey and other earlier resources.

Las preguntas de la encuesta ORIOLE 2011 han sido reutilizadas o influenciadas por otras encuestas anteriores; p.ej. la [Sesame Survey](#) , del grupo TALL de la Universidad de Oxford (quienes a su vez fueron un ejemplo de reutilización de algunas preguntas de la CD-LOR -Community Dimensions of Learning Object Repositories). La encuesta ORIOLE 2013 es un remezcla de la encuesta de 2011 y de otras anteriores.



Results of the 2011 survey were shared at OpenEd 2012 and both 2011 & 2013 responses will be (or are) available as open data. Also feel free to remix the survey

PDFs of survey (Spanish & English at <http://orioleproject.blogspot.co.uk/p/survey.html>)

In 2011 £300 was donated to these three charities:



In 2012 participants can allocate £300 across three **Oxfam** educational projects:

- + Educate a child
- + Longlife learning
- + Give Girls a Head Start
- + School supplies



Please take part in the survey yourself and share the URLs with others. We need your help in getting the URLs for this survey out to as many people as possible.

Find out more at: http://bit.ly/ORIOLE_E (English) or http://bit.ly/ORIOLE_S (Spanish)