**Unit Title: Open Educational ~~Academic~~ Practice**

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| --- | --- |
| Level | 7 |
| Credit Rating | 20 |
| Learning Hours | 200 |
| Indicative Minimum Contact Hours | Minimum 15 hours consisting of workshops and tutorials, 10 hours online discussions and activities |
| Access to Resources | Access to resources can and may include: IT Open Access, Study Support, and the Library, University events and networks, as available. |

**Introduction**

It is our hope that participants will enrol on this unit to support the development of learning resources, based on their own teaching practice, that can be also be freely and openly shared on the web using a Creative Commons Licence for others to access and use freely. Learning resources created and shared in this way are commonly termed as Open Educational Resources (OER) and may include learning content, software tools and legal licences. Open Educational Practice is broadly defined as those practices related to the the creation, sharing and use of such resources. While studying on this unit staff will gain the benefit of support for learning resource development and will gain insight into the process, benefits and considerations of developing and releasing their learning resources as Open Educational Resources (OER).

(free and open learning resources that would be developed as part of their) normal teaching work. Staff will gain the benefit of support for learning resource development and will gain insight into the process, benefits and considerations of developing learning resources as Open Educational Resources (OER).

**Learning Outcomes**

Upon successful completion of this unit you will be able to demonstrate:

* Identification of relevant existing OER and customisation for use in teaching.
* Consideration of the original pedagogic intention of the OER and the possisble / applications in their own practice
* Analysis of the ~~(IPR, CC)~~ legal, technical and moral/ethical considerations encountered in repurposing and implementing OER
* Creation of OER content, plus identification of users and creation of metadata to maximise accessibility (not sure this makes sense? Maybe delete and stick to the 3 Los? Or maybe it could be -”The design and creation of a of OER content for identified types of users and learning activities that incorporate measure to support accessibility and use metadata (again most people do not know what this term means) to aid discoverability.
* Idea?
* Idea?
* Idea

**Indicative Content**

**Teaching and Learning Methods**

The teaching and learning methods available for this unit include lectures and workshop sessions, tutorial support, guided online collaborative learning activities and independent study.

**Assessment Methods**

The assessment for this unit is weighted. Non-submission of any single element will result in referral of the unit, with the unit grade capped at D- on retrieval. Candidates will need to achieve an aggregate mark of at least D- for the unit as a whole, and no lower than an E grade for each individual assessment element.

20% of the unit grade will be allocated to participation in online and class discussions

· Essay on the concept of Open Educational Practice and the key issues in creation and reuse of Open Educational Resources (1000 words, 20% of unit grade);

· OEP development project and report, including video summary (3000 words (& 2 minutes?), 60% of unit grade).

Assessment will be against the specified marking criteria.

**Reading and Resource List**

**Essential Reading**

**Further Reading and Resources**

Further reading and resources will be identified in your Unit Handbook.

Version with changes made so far (I wanted to keep the changes tracked above)

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| Access to Resources | Access to resources can and may include: IT Open Access, Study Support, and the Library, University events and networks, as available. |

**Introduction**

Open Educational Practice (OEP) is broadly defined as those practices related to the creation, sharing and use of Open Educational Resources (OER). While studying on this unit you will gain the benefit of support for learning resource development and will gain insight into the process, benefits and considerations of developing and releasing their learning resources as OER. The unit aims to explore definitions of what Open Education might mean and the implications of moving toward education in open, social spaces. Further aims are to explore existing and create new OER which stem from your own teaching practice and may include learning content and software tools that can be freely and openly shared on the web using a Creative Commons Licence.

**Learning Outcomes**

Upon successful completion of this unit you will be able to demonstrate:

* Knowledge of key open educational practices and paradigms; identification and analysis of the relationships to your own teaching practice and student learning.
* Discovery, analysis and evaluation of pedagogic intentions of OER and the potential for applications in your own practice
* Creation of OER content, plus identification of users and creation of metadata to maximise accessibility
* Analysis of the legal, technical and moral/ethical considerations encountered in repurposing and implementing OER

**Indicative Content**

* Conceptions of ‘open’ and ‘closed’ online education
* The challenges, opportunities and potential impact of OEP on your practice and on HE
* Online educational spaces; ‘edusocial’ (educational social networked)
* Current trends and unfolding practices and and what they mean to teachers and learners
* Legal, moral, ethical considerations in creation and use of OER

**Teaching and Learning Methods**

The teaching and learning methods available for this unit include lectures and workshop sessions, tutorial support, guided online collaborative learning activities and independent study.

**Assessment Methods**

The assessment for this unit is weighted. Non-submission of any single element will result in referral of the unit, with the unit grade capped at D- on retrieval. Candidates will need to achieve an aggregate mark of at least D- for the unit as a whole, and no lower than an E grade for each individual assessment element.

20% of the unit grade will be allocated to participation in online and class discussion.

· Essay (which may be for example an extended journal or blog) on the concept of Open Educational Practice and the key issues in creation and reuse of Open Educational Resources (1000 words, 20% of unit grade);

· OEP development project and evaluative essay/report, including video summary (3000 words and 2 minutes), 60% of unit grade).

Assessment will be against the specified marking criteria.

**Reading and Resource List**

**Essential Reading**

**Further Reading and Resources**

Further reading and resources will be identified in your Unit Handbook.

Latest version as of 28/05/12 - any further comments, especially about assessment elements?

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| Level | 7 |
| Credit Rating | 20 credits |
| Learning Hours | 200 hours |
| Access to Resources | Access to resources can and may include: IT Open Access, Study Support, and the Library, University events and networks, as available. |

**Introduction**

Open Educational Practice (OEP) is broadly defined as those practices related to the creation, sharing and use of Open Educational Resources (OER). OERs are learning resources based on one’s own teaching practice which may include for example learning content, software tools or images, that can be freely and openly shared on the web.

The unit aims to explore definitions of what Open Education might mean and the implications of moving toward education in open, social spaces online. Further aims are to explore existing and create new OER which stem from your own teaching practice and may include learning content and software tools that can be freely and openly shared on the web using a Creative Commons Licence.

While studying on this unit you will gain the benefit of support for learning resource development, including open peer review, and will gain insight into the process, benefits and considerations of developing and releasing your learning resources as OER.

**Learning Outcomes**

Upon successful completion of this unit you will be able to demonstrate:

1. Knowledge of key Open Educational Practices and paradigms; identification and analysis of the relationships to your own teaching practice and student learning.

2. Discovery, analysis and evaluation of the pedagogic intentions of Open Educational Resources, and the potential for applications in your own practice.

3. Creation of Open Educational (Resources) content, plus identification of users and creation of metadata to maximise accessibility.

4. Analysis of the legal, technical and moral/ethical considerations encountered in repurposing and implementing Open Educational Resources.

**Indicative Content**

* Conceptions of ‘open’ and ‘closed’ online education
* The challenges, opportunities and potential impact of OEP on your practice and on HE
* Online educational spaces; ‘edusocial’ (educational social networked)
* Current trends and unfolding practices and what they mean to teachers and learners
* Legal, moral, ethical considerations in creation and use of OER

**Teaching and Learning Methods**

The teaching and learning methods available for this unit include lectures and workshop sessions, tutorial support, guided online collaborative learning activities and independent study.

**Assessment Methods**

* Peer and self assessment of participation in collaborative online activities: 20% of unit grade
* Extended online post on the concept of Open Educational Practice and the key issues in creation and reuse of Open Educational Resources (1000 words): 20% of unit grade
* Open Educational Practice [e1] development project and evaluative online documentation on[e2] of project development, including video summary (3000 words and 2 minutes): 60% of unit grade

Assessment will be against the specified marking criteria. Further details will be provided in your Unit Handbook.

**Reading and Resource List**

**Essential Reading**

Essential reading will vary year on year according and will be identified in your Unit Handbook.

**Further Reading and Resources**

Further reading and resources will be identified in your Unit Handbook.

Now done - this version below went to QUAC

**Introduction**

Open Educational Practice (OEP) is broadly defined as those practices related to the creation, sharing and use of Open Educational Resources (OERs). OERs are learning resources based on one’s own teaching practice which may include for example learning content, software tools or images, that can be freely and openly shared on the web.

The unit aims to explore definitions of what Open Education might mean and the implications of moving toward education in open, social spaces online. Further aims are to explore existing and create new OERs which stem from your own teaching practice and may include learning content and software tools that can be freely and openly shared on the web using a Creative Commons Licence.

While studying on this unit you will gain the benefit of support for learning resource development, including open peer review, and will gain insight into the process, benefits and considerations of developing and releasing your learning resources as OERs.

**Learning Outcomes**

Upon successful completion of this unit you will be able to demonstrate:

1. Knowledge of key Open Educational Practices and paradigms; identification and analysis of the relationships to your own teaching practice and student learning.

2. Discovery, analysis and evaluation of the pedagogic intentions of Open Educational Resources, and the potential for applications in your own practice.

3. Creation of Open Educational content, plus identification of users and creation of metadata to maximise accessibility.

4. Analysis of the legal, technical and moral/ethical considerations encountered in repurposing and implementing Open Educational Resources.

**Indicative Content**

* Conceptions of ‘open’ and ‘closed’ online education
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* Current trends and unfolding practices and what they mean to teachers and learners
* Legal, moral, ethical considerations in creation and use of OERs

**Teaching and Learning Methods**

The teaching and learning methods available for this unit include lectures and workshop sessions, tutorial support, guided online collaborative learning activities and independent study.

**Assessment Methods**

· Peer and self assessment of participation in collaborative online activities: 20% of unit grade

· Extended online post on the concept of Open Educational Practice and the key issues in creation and reuse of Open Educational Resources (1000 words): 20% of unit grade

· OEP development project and evaluative online documentation of project development, including video summary (3000 words and 2 minutes): 60% of unit grade

Assessment will be against the specified marking criteria. Further details will be provided in your Unit Handbook.

**Reading and Resource List**

**Essential Reading**

Essential reading will vary year on year according and will be identified in your Unit Handbook.

**Further Reading and Resources**

Further reading and resources will be identified in your Unit Handbook.