

AURORA - Open Educational Resources nuggets to go (WP 3.3.3.2)

OER-enabled Pedagogy for teaching and learning in the digital age

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OER In education

- △ Open Educational Resources (OER) are unique teaching and learning material as they empower people to the 5Rs; to retain, reuse, revise, remix and redistribute them (Wiley & Hilton, 2018).
- △ Engaging in these 5Rs can broaden access to education, reduce material costs, and improve teaching and learning quality.

Pedagogical benefits (selection, most important aspects)

- △ The (most important) pedagogical benefits of OER manifest in the concepts of Open Pedagogy and Open Educational Practices (OEP), which have evolved in the course of the debate about the educational implications of OER.
- △ OEP describes open practices that can but do not have to involve the use and creation of OER (Cronin & MacLaren, 2018).
- △ OER-enabled Pedagogy, as one strand of Open Pedagogy, defined by Wiley and Hilton (2018), captures educational practices that are only possible due to the 5R activities.
- △ Open textbooks are another form of OER and their comparative cost advantages or qualitative comparability with traditional educational material has been proven in various studies (Wiley, 2020)

OER-enabled Pedagogy

- △ Is your assignment disposable?: <https://teaching.temple.edu/edvice-exchange/2019/10/are-your-assignments-renewable-or-disposable>

Literature

- △ Cronin, C., & MacLaren, I. (2018). Conceptualising OEP: A review of theoretical and empirical literature in Open Educational Practices. *Open Praxis*, 10(2), 127–143. <https://doi.org/10.5944/openpraxis.10.2.825>
- △ Wiley, D. A. (2020). Open educational resources: undertheorized research and untapped potential. *Educational Technology Research and Development*. <https://doi.org/10.1007/s11423-020-09907-w>
- △ Wiley, D. A., & Hilton, J. (2018). Defining OER-enabled pedagogy. *International Review of Research in Open and Distance Learning*, 19(4), 133–147. <https://doi.org/10.19173/irrodl.v19i4.3601>

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