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Report on in depth case studies

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Contents

Executive Summary

This study is conducted within the frame of the POERUP project, funded by the lifelong learning program of the European Commission (POERUP, 2013). The POERUP project aims to enable the development of policies to stimulate the uptake of open educational resources. Within the POERUP project, partners from the Open University of the Netherlands, Sero Consulting, the University of Leicester and the University of Athabasca collaborated to gather the data with help from the OEP initiatives under investigation. The in depth analysis is written down in a journal article “An investigation into social learning activities by practitioners in open educational practices.’’ (Schreurs, van den Beemt, Prinsen, Witthaus, Conole and de Laat, 2014).

1 Introduction

Researchers claim that the success and sustainability of open educational resources (OER) depend on a prospering and fit OER movement built around full and open collaboration between institutions and amongst individual practitioners (Lane, 2008). At the same time the recent report of the European Parliament on new technologies and open educational resources 2013/2182(INI) (Cătălin Sorin, 2014) emphasis the need to invest in professional development for teachers articulated in the following Motions for the European Parliament:

'*Recalls the crucial importance of high-quality training for teachers and trainers that must be complemented with mandatory career-long professional training focusing on innovative teaching methods and instructing learners about approaches to educa*tion ('learning how to learn');'

'*Urges the Member States to support teachers in their professional development by offering them modern curricula in their initial education, and by providing them with in-service training geared to equip them with the necessary competences for the use of digitally supported teaching method.*'

However, little insight exists in how these groups of practitioners come to live, function or learn (Fetter, Berlanga & Sloep, 2012). To improve our understanding of how practitioners involved in OER initiatives learn to use OER, this study, conducted within the frame of the POERUP project, investigates how these practitioners participate in a range of activities around OER. We examine the lifelong learning activities that occur through participating in OER groups by means of activities such as creation, adaptation and reuse of OER and accreditation of OER-based learning.

Our perspective on lifelong learning is participation-based, situated in shared work practices. Our research is rooted in the idea of Communities of Practice (CoPs) and on the other hand it discusses how recent organizational developments, such as 'new ways of working' and the use of social media in organizations could change the organizational landscape into open practices in which practitioners work, learn and innovate.

Our work is empirically supported by the results of 6 case studies. These results contribute to an understanding of how practitioners learn within the networks of 6 different OER initiatives that interact mostly, but not entirely, via online networks.

Teachers nowadays learn within different groups of practitioners, in different social configurations. Groups of practitioners can crystallise in many formal or informal spaces, such as loose networks, formal teams, project teams or communities of practice (Dron & Anderson, 2008). We refer to these spaces as social configurations. We argue that these social configurations can influence how people learn.

To investigate how people learn in different social configuration we analysed the 6 case studies on four different dimensions. For this we followed the work of Vrieling, Van de Beemt and De Laat (in press) who state that the social configuration of a group can be

operationalised into four superordinate dimensions, namely: (1) domain and value creation, (2) practice (3) collective identity and (4) organization (Vrieling, Van den Beemt, & De Laat, in press). Each of the four dimensions is constructed from several indicators. These indicators are measured as the extent to which the group shows specific attitudes and behavior. *Domain and value creation* refer to the shared domain that inspires the members to share, broaden or deepen their knowledge and skills within the community, and the value this creates for the members' practice. *Practice* refers to the extent to which the group exhibits social activities and to which the group knowledge is integrated in day-to-day activities. *Collective identity* measures the mutual engagement that binds the members together in a social entity, shown for instance by a shared identity, strong ties and the perception of group members as knowledge workers. ***Organisation*** finally refers to the extent to which the group members share interactional norms, the extent to which the group is self-organized based on hierarchical or equal relationships and the extent to which the group has a focus on local or global activities.

We have investigated how these four dimensions relate to the way practitioners learn from each other to use OER. Next to this we also investigated how the 6 OER initiatives take action to sustain the learning activities amongst their different networks to support the use and reuse of OER.

First we describe the methodology we have used to conduct our research for all 6 case studies. At the end we have included the main overall results.

2 Methodology

2.1 Sampling

Based on an inventory of 124 OER initiatives worldwide we have selected 6 case studies (see for the inventory and comparative analysis:

http://poerup.referata.com/w/images/POERUP_D2.3_Comparative_Analysis_of_Transversal_OER_Initiatives_v1.0.pdf). The case studies are defined as notable OER ranging from 10-1 year old with target groups in Higher education, vocational education and primary and secondary education.

2.2 Selected cases

1. Digischool is a national initiative in the Netherlands that was started by two teachers in 1995 and resulted in a collection of virtual schools where primary and secondary teachers can share open learning materials. In 2000 they also added an online platform to enable teachers to discuss the use of the open learning materials in virtual communities. 70 teachers manage the virtual communities. The initiative is closely linked with another Dutch OER initiative, Wikiwijs. (http://www.digischool.nl/)

2. The first MOOC (Massive Open Online Course) in the Netherlands, titled "Introduction to Communication Science" is an initiative of the University of Amsterdam's College of Communication and the Graduate School of Communication Science. It was first conducted in in 2013 and has also been run in 2014. The target group consists of college students and lifelong learners all over the world. (http://mooc.uva.nl/portal)

3. The OERu (OER universitas) is an international initiative of the Open Educational Resource Foundation, based in New Zealand set up in 2011, with the aim of widening participation in higher education by accrediting OER-based learning. The OERu is a consortium of over 30 public post-secondary institutions (http://oeru.org/). Alongside the consortium, OERu is enhanced by a system of volunteers (Mackintosh, McGreal, & Taylor, 2011; Witthaus 2013a, 2013b and 2013c) (http://oeru.org/ and http://wikieducator.org/OERu/Home)

4. Canadian initiative BCcampus is a publicly funded organization that aims to bring together British Columbia's post-secondary system and make higher education available to everyone through the use of collaborative information technology services. BCcampus was established in 2002 by the provincial government to provide British Columbia learners, educators and administrators with a web-based portal to online learning programs and services across the B.C. post-secondary system. Within this study we investigated the open education subgroup of the BCcampus project. (http://bccampus.ca/)

5. FutureLearn is a private company fully owned by the UK Open University (FutureLearn 2013). It has partnered with over 20 leading UK and a few non-UK universities to form the FutureLearn consortium. Since October 2013 the consortium has offered a range of MOOCs

focused on informal learning in a variety of subjects typically taught at university level. In addition to partnering with universities, FutureLearn has partnered with three UK institutions with massive archives of cultural and educational material.

6. Re:Source is an initiative of the Scottish Further Education Unit aimed at developing OER for Scotland's colleges. The initial development work took place during 2012 and it is currently managed by the (Scotland) College Development Network. All resources, with a few exceptions, are held under a Creative Commons 3.0 Unported licence.(http://resource.blogs.scotcol.ac.uk/)

2.3 Data collection method: A multi-method approach

To answer our main research question we made use of a mixed-methods approach to triangulate several data sources (De Laat, 2006). The aim of the multi-method approach is to paint a more complete picture of the learning that practitioners in groups are engaged in. The multi-method research framework combines data collection methods based on social network analysis (SNA) to find out 'who is talking to whom', content analysis (CA) to find out 'what they are talking about', and contextual analysis (CxA) focusing on the experiences and settings of the participants to find out 'why they are talking as they do' (De Laat, Lally, Lipponen & Simons, 2006; Schreurs & De Laat, In press).

To get insights into the contextual factors we conducted 3 in-depth structured interviews for each case study, resulting in 12 interviews. We interviewed an academic contributor as partner from an institution, a coordinator or manager and a person responsible for the technical support.

To analyse the content of the lifelong learning activities we use the data gathered within three in-depth interviews, combined with data gathered with an online questionnaire. During the three interviews respondents were asked about the specific learning activities with a social component undertaken within the OER initiatives. To identify the types of lifelong learning activities taking place, in the online questionnaire a list of 34 types of learning activities which could take place within a group of practitioners, both online and offline, was used.

We used ego network analysis to investigate the practitioners individual learning ties formed around the use of OER. In more detail we focused on how big these personal networks are, if practitioners build open networks crossing their institutional boundaries or not and if they use online tools to support their learning within their personal network.

The survey was sent out to mailing lists from all case study partners through the central or core teams of the selected initiatives. We also used twitter, newsletters and extended mailings lists to get to a good response rate. Despite all the efforts the response rate of the survey was rather limited. Therefor we only used the survey results for two of the six case studies: OERu and Re:Source. You can find the detailed results in the case study reports. The personal network data was analysed by using E-NET, a free software package for analysing

personal network data (Borgatti, 2006). SPSS Package was used to analyse general descriptive measures and correlations.

2.4 Data analysis

All interviews were conducted in-person, in some cases via Skype, audio recorded and lasted on average 45 minutes. The interviews were analyzed by means of a coding scheme developed to generate insights within the four superordinate dimensions. Strategies for monitoring and improving intercoder agreement were used in the analytic process to maintain rigor.

The data analysis consisted of a within-case analysis to reach data reduction, followed by a cross-case analysis to search for patterns in the respondents' answers. In the first phase, data of each respondent were analyzed. After coding of the interviews, a thematic coding around categories corresponding to the research question was performed. Finally, a comparative analysis of all respondents took place, which resulted in accounts to draw conclusions and verify the data with the theoretical concepts related to our research question.

The technique of 'constant comparative analysis' (Glaser & Strauss, 2009) was used for both the vertical and the horizontal analysis in order to continuously compare preliminary interpretations with accounts of the other respondents and the theoretical framework.

3 Results

3.1 The OERu case study

BIEKE SCHREURS, GABI WITTHAUS, ANTOINE VAN DEN BEEMT, FLEUR PRINSEN, GRAINNE CONOLE, MAARTEN DE LAAT

This report is a result of the work in D3.4 and D3.5

3.1.1 Short description case study

The OERu (OER university)[1] is an initiative of the Open Educational Resource Foundation, based in New Zealand, with the aim of contributing to the global push of the OER agenda. The OERu is the umbrella of a consortium of 26 public post-secondary institutions (EFQUEL, 2013) at the time of writing. Alongside the consortium, OERu is enhanced by a system of volunteers (Mackintosh, McGreal, & Taylor, 2011).

The initiative consists mainly of academics (producers of OER and related resources) and senior managers (strategy decision-makers) at tertiary education institutions. The website at the time of writing lists 15 'founding anchor partners' and 11 'anchor partners', which together make up the consortium's 26 partner institutions. 36 individuals have added their names to the WikiEducator site as 'volunteers', although the actual number of volunteers is much higher, in the sense that the public Google group (called 'OER university') has 255 members, and many of these individuals contribute to the development of the OERu by initiating or responding to issues for discussion via the email list or responding to occasional surveys.

WikiOERu: http://wikieducator.org/OERu/Home

Website address of consortium: http://oeruniversitas.org/

3.1.2 Open Educational Resource Model (OERu)

See: http://oeruniversitas.org/about-oeru/

The OER university concept aims to create a parallel learning universe based solely on OER to augment and add value to the formal education sector. Learners may choose to enroll at formal education institutions in the traditional way or participate in free learning provided through the OER university network. Assessment and credential services will be provided by participating institutions on a cost-recovery basis or may be funded through scholarships or grants from the respective Ministries of Education.

[1] Note: the OERu changed its name from OER university to OER universitas after the data had been gathered for this report. The old name is used here as it was the name used by the network and its members at the time of the study.

The OER university network will facilitate pathways for OER learners to gain credible credentials from participating institutions, which will be formally accredited institutions in their national jurisdictions. Quality assurance and institutional accreditation is the foundation stone on which this parallel learning universe is based. The OER university concept must ensure equivalence and parity of esteem for qualifications gained through the OER university network. OER resources and systems used to support the OER university are free for reuse and repurposing in the formal sector thus contributing to improved efficiencies and greater return on investment for participating institutions.

3.1.3 Driving forces of the OERu initiative

The research conducted within the frame of the POERUP Project focused on identifying the driving forces of OER initiatives that get them going and enable participants to establish a strong and sustainable network. For each case study we investigated the four subordinate dimensions needed to have a strong network of practice (Vrieling, Van den Beemt and De Laat, In press) shared domain, shared identity, shared practice and organisation. Here we summarise the results for the OERu Community. (Complete transcripts of the interviews with the three OERu members can be accessed from Witthaus 2013a, b and c).

3.1.3a Shared domain

What inspires all network members to participate in OERu is the shared philanthropic values concerning education in general. The interview respondents stated that the biggest value the network creates for them is sharing mutual values with peers. The data from the interviews and survey shows that these values are mirrored in a shared goal: widening participation in education through specifically building a system that enables the accreditation of OER-based learning. These findings confirm earlier research that describes the shared goal of OERu partner institutions as being to provide free learning opportunities for students anywhere in the world, with flexible pathways to formal assessment and accreditation using OER (Conrad & McGreal, 2012). On a society level, the interviewees want to share the values around opening up of education for all with the wider society in a sustainable way.

3.1.3b Shared identity

To gain a shared framework of values it is important to have a shared identity within the network (Wenger, 1998). The interview results show that the participants see the OERu network as open, diverse and established. The shared identity refers to the shared domain of philanthropic values and shared purpose, that of widening access to education with accreditation using OER. This confirms the results of the study by Bird and Witthaus (2012). According to the volunteer who was interviewed, all network members have the feeling that they belong to the OERu network and that they have a sense of ownership. From the interviews with the network coordinator and the institutional member, it is apparent that both have a sort of double identity, reflecting the organisation of the network. The

institutional members and the coordinator comprise the core group within the network, while the volunteers are participating in the wider network. It could be described as an inner and outer circle within the network. However, although the network is organised like this, it is compelling to see that both the outer and inner circle share the same values and the volunteers can experience a sense of ownership. As noted by the volunteer in the interview:

> *'… But for OERu, there are people who are there, it's their initiative, they want to provide education, to open up education. The people who are receiving those emails, all of them are involved in the initiative. It's not like Coursera for example. We saw MOOCs coming and we don't know where they came from! [Laughing] And what we did was we joined, just to learn how they work, but we were not the ones starting them. But the OERu, people who are in that network were involved since it was initiated in the beginning.' (Interview with volunteer).*

The fact that the volunteer contrasts the OERu network with MOOCs also speaks to him perceiving the OERu as having its own, unique identity.

There is one institutional member who indicated in the survey that s/he had found it difficult to connect to the core group and get more involved. This person also indicates a very low knowledge of how to use open learning materials and finds the main communication platform, WikiEducator, complicated. This could explain her/his feeling in terms of not being able to connect and could emphasise the role of the platform (and skills necessary to operate on it) as a way to connect to the network members.

3.1.3c Shared practice

Although the different parties share the same goals and values, they have very different roles within the network. The co-creation of materials takes place mostly within the inner core of the network - in other words, amongst the OERu's 26 partner institutions that are co-creating a system in which learners will, in future, be able to achieve credits through learning with OER. The interviewed member of one of the partner institutions described his role as broker between his own institution, the core OERu network (members of the other partner institutions) and the wider OERu network that communicates via the Google group. The network coordinator described his role as coordinating the 26 participating institutions. The volunteer saw his role more as a contributor to the global debate about open educational resources, taking the position of the minorities in the world, e.g. institutions from developing countries that do not have access to the Internet. These differences in roles are also reflected within the ego networks of the survey respondents. Table 1 shows that the institutional members have a balanced network and a more or less equal number of internal colleagues (in the same institution as them) as external colleagues, while the volunteers report having valuable conversations mostly with external colleagues (i.e. colleagues who work in different institutions from themselves). Table 1 also shows that volunteers rely more on friends and personal acquaintances for valuable conversations

around OER. This could indicate that the OERu partner institutions have institutionalised OER more and so these members have more opportunities to discuss with colleagues in their own institution, while the volunteers merely rely on the wider network to discuss open education. (It is worth noting that this wider network includes fellow members of the wider OERu network.)

TABLE 1: COMPARING THE TYPE OF RELATIONS BETWEEN MEMBERS OF AN INSTITUTION AND VOLUNTEERS.

	External Colleague	Internal Colleague	Business Partner	Friend	Personal Acquaintance	Learner	Teacher
Member of institution	26	38	4	0	3	0	0
Volunteer	31	21	0	5	6	0	4
Other	12	4	0	0	7	1	2

Chi-square = 42.822 with 14 degrees of freedom, Significance = 0.000

The content analysis shows that institutional members of the OERu indicate that they discuss institutional barriers, challenges and opportunities in relation to open learning. Institutional members also modify content of open learning materials, and four people indicated that they also worked on the accreditation plans and procedures. These practice-driven activities are mostly indicated by the institutional members and less by the volunteers. The fact that the institutional members modify existing learning materials and discuss the barriers supports the main practical goal of OERu inner core network, which is to provide assessment and credentialisation services on a non-profit, fee-for-service basis.

3.1.3d Organisation

Next, we explain the way the OERu is organised to establish their network activities. In the interviews, both the volunteer and the institutional member emphasise the important role of the OERu network coordinator. He is described as the network hub. They both see good leadership as a critical success factor for the network to be sustainable. The institutional member also indicated that the OERu network puts a lot of energy into embedding the ideas into the institutional context. This approach is often discussed within the OERu smaller network of institutional members, where they give each other advice on how to embed the OERu network values into their institutions. Institutional members of the OERu work with small teams of colleagues at their own institutions to achieve the practical goals of the OERu network. The coordinator, together with the institutional members form the inner core of the network. Each individual member of the inner core of the network plays a liaison role between the OERu and their own institution, and these members are supported by their own institutional teams, who may have less direct contact with the OERu network. Around this interaction there is an outer circle network of volunteers and interested individuals,

who share the same values and ideas and are part of the OERu network to learn from the practical experiences of the inner core and to support the OERu by contributing their own ideas via the e-mail circulation list. The network coordinator explains it as follows:

> *'I think the onion metaphor is to some extent a useful metaphor. By the same token, it's more amoebic. [Laughs] It's very open and very dynamic. It goes with the heart. The network is moving forward, but I think what enables us to function in this way, which is possibly more important than trying to analyse who the network is, is the fact of radical transparency. Everything that we do is radically transparent and radically open, and that helps inform who decides and who contributes. It's interesting to watch the dynamic.'*

The core OERu network communicates mainly through an internal mailing list, institutional teams communicate mainly face-to-face on-site at their institutions (and by personal email) and the wiki, and the outer circle communicates via a public, Google Groups mailing list and the wiki.

The type of ties we saw as a result of the ego network survey also confirms this. If we look at the total number of valuable conversations held completely offline (23 versus 10 for the outer) and completely online (9 versus 15), we see that members of the OERu partner institutions have more valuable conversations offline than volunteers have, while the online environment is important in supporting the valuable, wider participation by volunteers.

TABLE 2: COMPARING VOLUNTEERS AND INSTITUTION MEMBERS FOR NUMBER OF ONLINE RELATIONSHIPS

CAPACITY (rows) versus CONTACT_HOW (cols): number of relations

	Just offline	Just Online	More often online as offline	More often offline then online	About equal times online and offline
Member of institution	23	9	14	26	7
Volunteer	10	15	26	20	6
Other	6	2	8	1	12

Chi-square = 38.846 with 8 degrees of freedom. Significance = 0.000

When it comes to atmosphere, all respondents confirm that the OERu network is very open, professional and collaborative. According to the institutional member and the coordinator in the interviews, the OERu network has members with a variety of skills, from beginners to very advanced. According to the survey results this is true for the institutional members: 41,7% rate their skills in using open learning materials at an intermediate level, while 41,7 % of the volunteers indicate they are at an advanced level. The volunteer in the interview confirms this as he thinks the skills are probably quite good.

The individual networks of the survey respondents show that the members of the network have developed relatively dense ego networks.

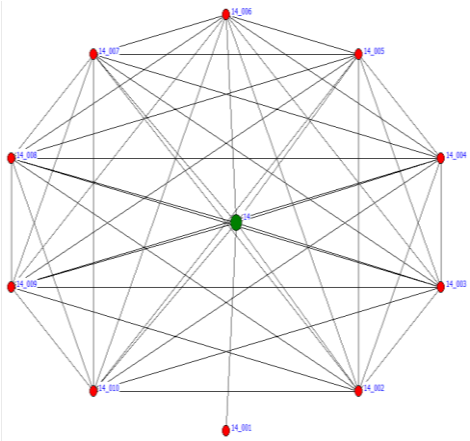


FIGURE 1: EGO NETWORK IN WHICH EGO (NODE IN THE CENTRE) HAS 10 ALTERS AND A HIGH DENSITY (40%)

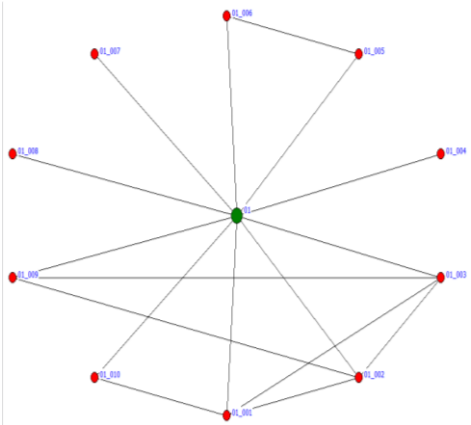
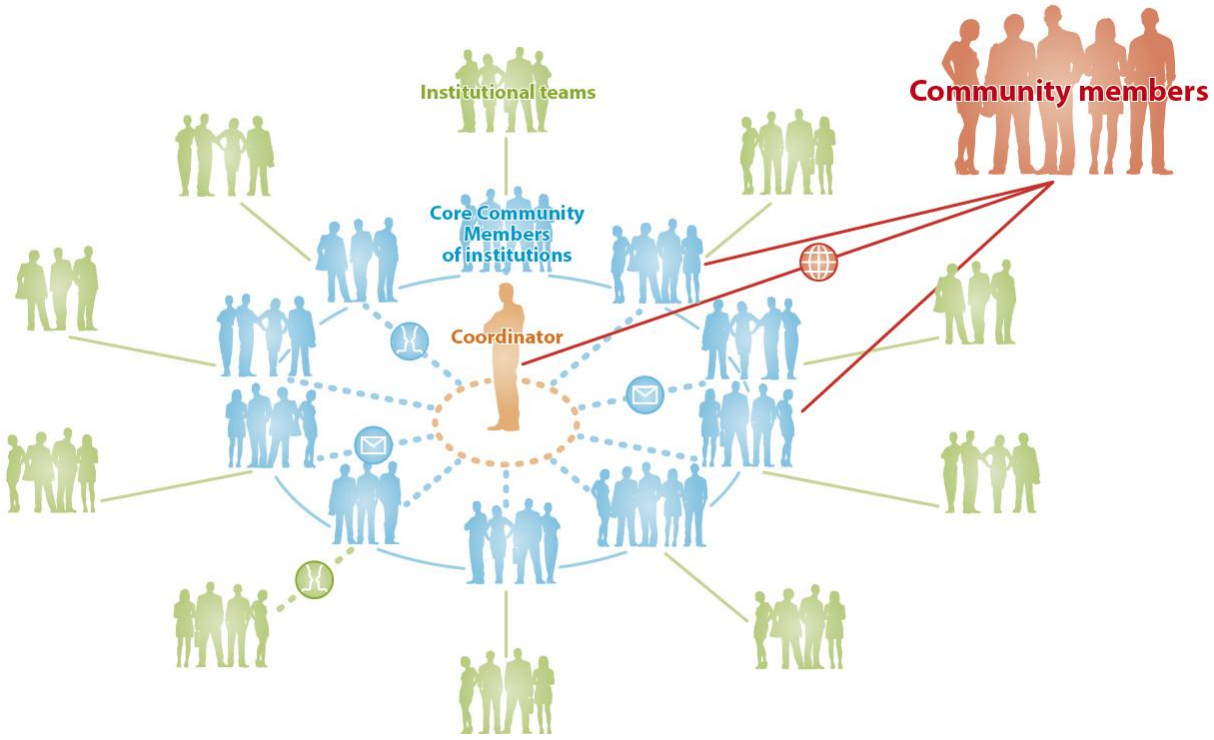


FIGURE 2: EGO NETWORK IN WHICH EGO HAS 10 ALTERS AND VERY LOW (7.8%) DENSITY

Dense ego networks are networks in which alters of ego also know each other. The density of the ego networks in the OERu network ranges from 18% to 50% with a mean of 31%. Density is a relative term, as it depends on the size and the composition of the network. (Please see Figures 1 and 2 for an example of ego networks with high and extremely low density). Given the fact that the OERu is an international network with a wide global spread (partners in every continent), we can state that the individual networks are relatively dense. Striking is also that one outlier only has an ego network with a degree of 7%. This person indicated in the survey that he is not actively involved within the OERu network, as his institution was not ready to participate. This means that although he considers himself nominally a member of the OERu network, he is actually rather disconnected from this network. At the same time this person's personal network around the use of OER is also a very loose network. This loose network is represented in figure 2. You can see that almost nobody is connected with each other in this network. Although this is an individual case, this finding could indicate that people who are actively involved in the OERu network tend to have a denser network around the use of OERu than people who are not part of a network like OERu, or who are only on the periphery of such communities. Therefore we would like to investigate further if this could indicate that the OERu network does actively connect people and help both volunteers and institutional members to make their personal networks around OER more connected.

FIG. 1: GRAPHICAL REPRESENTATION OF THE ORGANISATION OF OERU



3.1.4 How to get things done: learning and sharing expertise within the OERu initiative

Knowledge and experience are shared in the wiki of the community and via the email discussions. The volunteer added that he was learning 'naturally' on the community platforms, by having asynchronous discussions in which his ideas were challenged. He also emailed community members if he needed particular information. He claimed the openness, freedom, flexibility (reflected within the shared identity) and expertise of the members (reflected within the practice) created learning value:

> *'So I did not have to force myself to write something, as for example, in the case of classes where you have to write something because you are required to. So, that kind of freedom to contribute when you have something. And that's what I would call original or kind of natural learning, the learning that comes from me as a learner. But also as people were discussing, they were high professionals... as I was contributing, I was learning sometimes.'*

Alongside the informal learning that takes place, the core community members also organise (non-formal) workshops in the shape of open online courses. For example, an online workshop on copyright is regularly organised for the wider community, with participation from the core community. Here the core community experts are more contributors and the wider community members are participants. Additionally, anyone who

has created a free login on use the WikiEducator site can use this site to ask questions of experts in the form of a Q&A forum, and they can follow a course on how to use the wiki.

Within the smaller community of partner institutions, the interviewee says he reads the discussions that come in through the institutional members' mailing list. He added that he reflects on what is being said, contributes, and implements the ideas within his own institution by discussing the ideas with his internal colleagues. Within the institutional team, most learning takes place offline through their shared practice within their own institution. Both the coordinator and the institutional member say that the actual deep learning happens here. Alongside the internal mailing system, they also shared knowledge on new concepts they were developing, for example accrediting prior learning, with the wider community in the wiki, and he indicated they learned a lot from the contributions of the community members.

> *'Certainly the feedback that I - I mean we, not me personally - after we'd put up our contribution was, oh wow, we'd not thought about this and we'd not thought about that.'*

The volunteer was positive about his learning experience and the coordinator thinks that there is a lot of knowledge sharing within the core community; however, the coordinator also suggested that many of the stories from within the partner institutions which could be relevant to others are not shared with the wider community. Also the institutional member thinks the sharing of information and storytelling within the wider community is limited, maybe because of the fact that the community itself is only a few years old, and because many of the members have not yet met face-to-face. According to the coordinator, the members are still learning how to share open learning materials within their own institutions and within their own practice. This assumption is also reflected in the content analysis of the learning experiences reported within the survey. Only two institutional members and two volunteers of the 28 community members who completed the survey indicate that they learn from peers in the community. Also other activities that could initiate learning, such as starting discussions, having informal conversations and providing constructive criticism are only mentioned by a small number of respondents.

3.1.5 Conclusion OERu

By analysing the social configuration of the OERu community as a case study we see that within one community, different social organisations are embedded (institutional teams - core community of practice and a wider community, including volunteers) with different roles, goals and learning platforms. Although the configuration includes different practices and interactional repertoires, network activities take place at all levels within the network. This could be explained by the shared domain and shared identity of the whole OERu community, which is facilitated by (but also allows the maintenance of) dense personal networks of both volunteers and institutional members. Additionally, the fact that the sharing of knowledge is well embedded within the institutional teams and that there is an

active project coordinator in the role of a network hub adds to the functionality of this OER network. This analysis indicates that, through the investigation of the social configuration of a community or group of people, valuable insights can be gained into why networked learning activities are taking place. Although members do learn about the practicalities of using open learning materials and accrediting OER-based learning, the actual knowledge dissemination to the wider community still seems rather limited. An open community with a well-established and multi-levelled organisation is a good starting point, but like good wine, maturation and time is needed to share stories and experiences and learn in a networked way.

This could result in the following lessons to create sustainability:

- A shared domain and shared identity serves as solid ground for learning and sharing expertise within the OERu Network
- OERu makes personal networks stronger and brings anchor partners and volunteers together
- The network is driven by a central and a highly charismatic and energetic coordinator
- Committed Anchor partners with deeply held shared values. (The membership fee may be a driving force in terms of commitment; however, this was not investigated in this study.)
- Institutional members (anchor partners) serve as a bridge: translating knowledge from the community members to his institutional team, along with the practical implications, and vice-versa.
- The complexity and multi-level feature of the organisation requires more time to develop deeper learning and knowledge sharing to the wider community.

3.1.6 Barriers

These results are based on the direct feedback of the survey respondents. We have added all barriers mentioned by all respondents. We wanted to also give insights into the most mentioned barriers, which is why we included all barriers directly from the survey results.

Time constraints:

- Busy schedules
- Lack of time because of other institutional duties.
- Time doing this alongside an already busy day job
- Wish I had more time to volunteer...there are so many things I would like to help with.
- Not enough time
- Time, prioritizing other activities
- Current workload significant increased with looking after 2 departments and filling in 2 roles ;(
- Time

Institutional constraints:

- Lack of acceptance of change.....lack of institutional will

Network constraints:

- My organization's stake in OERu is different from others - we are not an institution. So, finding an appropriate role other than support is not yet obvious.
- Communication is difficult: there is a wiki page which I cannot figure out how to edit, and a Google group that is difficult to find. There does not seem to be a lot of network activity--my guess is that a lot of it is among members of the network one-on-one, rather than in network-wide forums.
- I joined the group after the initial start and have taken over a project - I don't know all the people and they talk to each other like they all know each other. I am also not conversant with Wikieducator or the tools that are used for discussions and I have not had time to find out how to use them.
- Navigation in OERu continues to be quite confusing.

National constraints:

- My country is in the process of writing a policy paper for OERu {}. We are still exploring the great possibilities that OER has to offer.

Other constraints:

- Information gap
- English speaking language and Internet access.
- not reliable connectivity
- I feel there is need to develop a framework for e-learning pedagogy and work towards getting more people habituated to this mode of education.
- Desconocimiento
- There are no barriers.

3.1.7 References

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3.1.8 Attachments

Descriptive Statistics:

Demographic data of respondents' questionnaire

What is your main role in OERu?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Network Manager	1	3,6	3,6	3,6
	Network Administrator	1	3,6	3,6	7,1
	ICT Developer/Technologist	1	3,6	3,6	10,7
	Teacher	3	10,7	10,7	21,4
	Learner	1	3,6	3,6	25,0
	Contributor of academic/educational expertise	10	35,7	35,7	60,7
	Participant	3	10,7	10,7	71,4
	Guest	3	10,7	10,7	82,1
	Other	5	17,9	17,9	100,0
	Total	28	100,0	100,0	

Please indicate your age:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	31-40	5	17,9	17,9	17,9
	41-50	9	32,1	32,1	50,0
	51-60	10	35,7	35,7	85,7
	61-70	4	14,3	14,3	100,0
	Total	28	100,0	100,0	

Please indicate your gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	17	60,7	60,7	60,7
	Female	11	39,3	39,3	100,0
	Total	28	100,0	100,0	

Please indicate how confident you are in working with (learning) resources using the Web:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	I know nothing about it	1	3,6	3,6	3,6
	Starter (using basics)	1	3,6	3,6	7,1
	Intermediate	7	25,0	25,0	32,1
	Advanced	12	42,9	42,9	75,0
	Expert level	7	25,0	25,0	100,0
	Total	28	100,0	100,0	

What is your country of residence?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Australia	2	7,1	7,1	7,1
	Cameroon	1	3,6	3,6	10,7
	Canada	3	10,7	10,7	21,4
	Fiji	1	3,6	3,6	25,0
	Germany	2	7,1	7,1	32,1
	India	3	10,7	10,7	42,9
	New Zealand	4	14,3	14,3	57,1
	Rwanda	1	3,6	3,6	60,7
	South Africa	1	3,6	3,6	64,3
	Spain	1	3,6	3,6	67,9
	Sweden	1	3,6	3,6	71,4
	United Kingdom	2	7,1	7,1	78,6
	United States of America	5	17,9	17,9	96,4
	Venezuela	1	3,6	3,6	100,0
	Total	28	100,0	100,0	

In what capacity are you participating in this network?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	As an employee of an institution that is part of the network	12	42,9	42,9	42,9
	As a volunteer, participating in my own time	12	42,9	42,9	85,7
	Other	4	14,3	14,3	100,0
	Total	28	100,0	100,0	

3.2 The UvAMOOC case study

PRINSEN FLEUR AND BIEKE SCHREURS

3.2.1 Short description case study

The UvAMOOC Communication Science (CS) was created from an initiative of a retired faculty member who got enthusiastic when taking other International MOOCs himself. The CS department of the University of Amsterdam (UvA, public, based in the Netherlands), decided to put some initial funding into it and treated it as an experiment with the aim of offering a massive online introductory course on CS. Because of this man's advocacy soon other important players in the University supported the initiative and the tech department joined in. The UvAMOOC we will be discussing is the first of its sort in the Netherlands and also the first of many to follow UvAMOOCS. It created quite a media stir and got lots of attention nationwide.

The initiative was carried out mainly by academics (producers of e.g. OER video clips and assignments), technical staff (partly external, developers of the OER platform and related resources), student assistants and a senior manager (strategy decision-makers). No volunteers were involved in this first MOOC. The website at the time of writing (http://mooc.uva.nl/portal) features a new MOOC, but the original one is available from https://www.youtube.com/user/UvAMOOC and

https://www.youtube.com/user/uvaamsterdam/about with over 200,000 views, but the actual numbers are probably much higher since this MOOC restarts every couple of months.

3.2.2 Open Educational Resource Model (UvaMOOC)

See: http://www.slideshare.net/frankbenneker/uv-a-mooc-surf-seminar (slide 7)

The UvAMOOC concept aims to create a parallel learning universe based on freely accessible MOOCs to augment existing courses and add possibilities for non-traditional learners outside the formal education sector. Learners may choose to enroll at the UvA in the traditional way or participate in free learning provided through the MOOC. The business model is based on the MOOC helping to "get the right students in the right place", "branding and Exposure for the University department" and "profile and usage data harvesting" Also, because it is an Introductory course it can be used for many years and the format in which it was developed (very short video clips) makes it easy to adjust when necessary. As a course, the forum needs to be moderated and the platform needs to be kept, but "a practicum will cost you more". The participation of students is assessed and they can get a certificate for completion free of charge.

According to the interviewees it took between 50.000 and 70.000 euro for the teaching staff and support for 6 weeks of material; so 1 or 2 ects points (30 to 40 minutes of video per week for 6 weeks, and you can reuse it). The videos are more compact and more

informative than a regular lecture, so maybe 30 minutes is equivalent to 2 or 3 hours of regular lecture.

MOOC resources and systems used to support it are free for reuse and re-purposing. The license used is CC BY NC SA = Creative Commons, BY (mention by who original), NC (non commercial), SA = Share alike (share further with same license). They did not use ND = Non derivative, which means people can actually change the product if they wish, e.g. by putting subtitles under it.

3.2.3 Driving forces behind the UvAMOOC initiative

The research conducted within the frame of the POERUP Project focused on what the driving forces of OER initiatives are, to get them going and to establish a strong and sustainable network (or a community of practice). For each case-study we investigated the four domains needed to have a strong network of practice. Here we summarize the results for the UvAMOOC.

3.2.3a Shared domain

Even though they were all working towards creating a CS MOOC, even among the core network (8 or 9 in house people in the core development group. 2 or 3 in the external tech consultancy) the domain was not wholly common, although most goals and values were to some degree shared by all. Some interview participants mentioned they wanted to provide an image of available knowledge in CS and lift constraints to acquiring knowledge, while developing new ways of knowledge distribution and of organising interaction (a segue to develop more distance education). The MOOC could contribute to aiding future students in choice of study, but was also aimed at reaching new audiences and putting the participant more in the centre of the learning experience. For one interviewee the focus was mainly on positioning and branding of the university department. In terms of shared philanthropic values, in this case of course there was an underlying love for providing quality (public) education. Even though not every member of the community shared the same goal, some members did mention the goal of widening participation in education through MOOCs as a special form of OER. The professor of the course said:

> *'The idea of open learning and the fact that it's free inspired everyone.'*

The interview respondents stated that working on the UvAMOOC created value for them on many levels. At the individual level it created personal visibility, the possibility to innovate, knowledge about creating online content, exposure for and progress on points of professional interest, new doors opening, a good feeling and lessons for fruitful continuation. At the community level it activated ambassadors that improved the visibility and quality of the faculty, it brought money for development, it activated a student community that collaborated in deepening domain knowledge, it created more synergy between IT and content producers, efficiency advantages for the University, and a rethinking of the assets of the University. At a societal level it contributed to creating a 'best

practice', broadening understanding for the value of Universities, it created visibility, incentive and inspiration for the whole CS domain to perform better and innovate, global outreach with open knowledge, and it could be seen as a quality incentive through 'shopping' students (Network coordinator: "For instance there are 10 MOOCs on statistics, students chose the best elements and refer to those MOOCs. So there is a market process").

The learning opportunities that the construction of the MOOC provided the members of the community, emerged as an important outcome. At the same time this initiative fits in with the shared goal of the global OER community of offering free learning opportunities to students anywhere in the world (Conrad & McGreal, 2012) even though there is no formal accreditation at the end.

3.2.3b Shared Identity

To gain a shared framework of values it is important to have a shared identity within the network (Wenger, 1998). Broad enthusiasm for the CS domain was shared amongst many different kinds of participants, with different professional levels, skill levels and from different nationalities. The shared identity of the whole network around the MOOC refers to the shared content domain of communication science. For the core group there was a shared identity around important values (innovating forms of education) and a shared purpose; that of creating the first Dutch (UvA) MOOC. Several interviewees confirmed that they felt contributions were made on equal basis and that they could all have a sense of ownership in the process. So there was a stable core with a shared, innovative drive (continual, to some degree), wanting to 'give back' and a (temporary) external circle of auxiliary participants which shared an intrinsic motivation to learn about CS. However, although the network is organised like this, it is compelling that a member of the core group mentioned that some MOOC participants got involved with the practices of the inner circle (the MOOC construction and delivery) and the participants could experience a sense of ownership. Even though in general the MOOC did not produce a strong sense of community within the outer circle, and collaboration on CS issues among students was mostly lacking, according to the professor of the course, still, some of the auxiliary participants participated in a way that would confirm they also felt part of the community to some degree, because they could participate in improving the course content and thereby collaborate on the product (which, according to the website will be continuous 'work in progress').

There were some participants who experienced difficulties in connecting and getting more involved. For instance participants from China and Pakistan could not view YouTube, so they had to be put them on their own webserver without fire walls. To improve accessibility they also made transcripts for the videos. Also, English language proficiency was a barrier for some. It was also reported that not every participants liked the use of Facebook as an integrated medium to the Sakai platform. Connectivity issues from the wider community emphasizes the role of the media used (and the skills necessary to operate on it) in the possibility to connect with network members.

3.2.3c Shared practice

Although the different parties share some of the same goals and values, they have very different roles within the network. The co-creation of materials took place mostly within the inner core of the network - in other words, amongst the academic staff and student assistants related to Communication Sciences and the technical staff from the support department (with some help of a technical consulting firm). One interviewed technician mentioned he felt much more connected to the primary (teaching) process in this project than at other times, when he had to deliver tech support to academic departments. The manager described his role as lobbyer.

Since there was not enough response to the UvAMOOC questionnaire, we can only give an impression of the practices through the content analysis of the interviews. This shows that institutional members indicated that they discussed institutional barriers and the challenges and opportunities in offering lesson content in MOOC form. Institutional (and to a small extent auxiliary) members created the form and content of the open learning materials, and worked on accreditation procedures. These practices all supported the main practical goal; to provide the opportunity to participate in an open CS MOOC.

The practices developed in/for the MOOC were locally embedded, so not quite yet embedded in a broader, institutionalised, practice. The developed practices of the MOOC creators will be sustained further, because the stable core will stay involved with the development of other MOOCs in other departments (e.g. Psychology and Teacher education and Methods of social sciences are in development). The practices of participating in the MOOC itself might not be easily embedded in the daily practices of MOOC participants, which might be part of why there is such a high number of dropouts.

3.2.3d Organization

Next, we explain the way the UvAMOOC community is organized to establish their network activities. In the interviews, everyone emphasized the important role of the UvAMOOC instigator. Three core members formed a hierarchy in the developer/core network, but it was a co-creating relationship (mutual respect for input) with the whole team too. Core members noted they perceived it as necessary to stimulate active and sustained participation during the MOOC execution phase (only about 12% finished the whole course), there was minimal self-organizing in outer circle (impression of professor: 1/5 were co-creating and there was only a minimum of helping out each other among MOOC participants).

The first MOOC was insitutionalised mainly within the CS department, but now that MOOCs are being developed further, they are getting more structurally embedded in University organisation.

Institutional members work within a small team of colleagues, mostly from their own institution to achieve the practical goals of the UvAMOOC community. The institutional

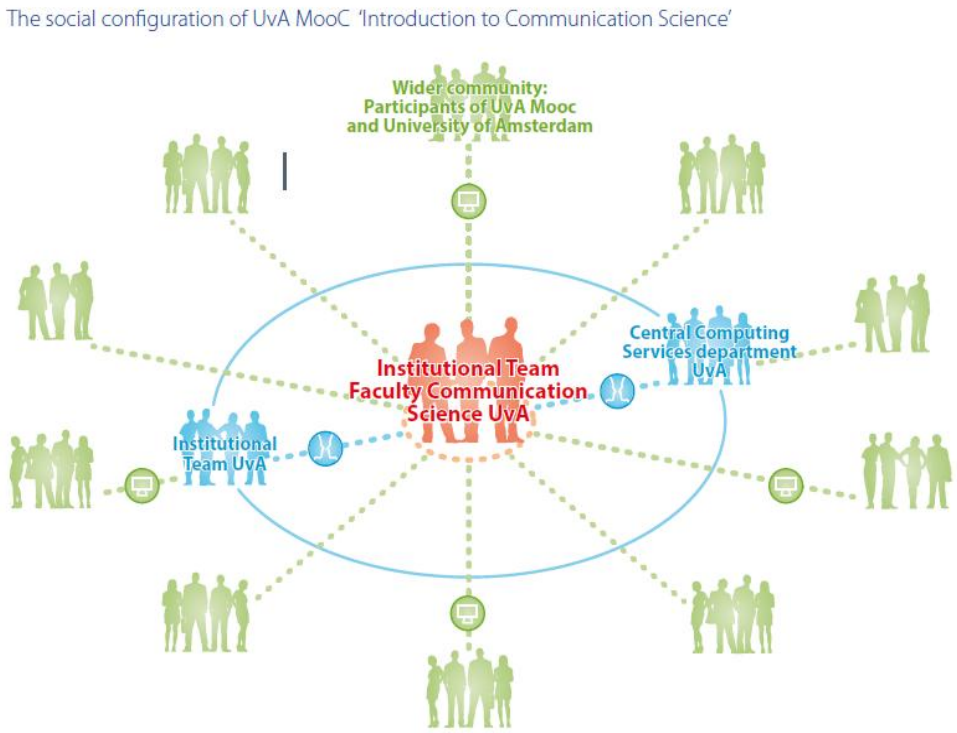
member also indicated that the UvAMOOC community puts a lot of energy into embedding the ideas, practices and lessons learned into the institutional context. The coordinator, together with the institutional members, is the inner core of the network. The inner core of the network is supported by an institutional team who wanted to be involved from the sidelines. Around this interaction there is an outer circle network of interested individuals, who seem eager to learn from the practical experiences and the knowledge held by the inner core.

The UvAMOOC network communicated mainly through a Sakai platform (e.g. Forum) and assignments were made on a blog site (links were fed back into the Sakai forum). The course was delivered with the help of YouTube and Vimeo, also integrating Facebook to some degree (receiving abt. 2000 likes, for more personal sharing abt. related issues), a twitter account (using hashtags, for information and opinion, mostly about the MOOC phenomenon) and Linkedin group (didn't do much).

Institutional teams communicated mainly face-to-face on-site at their institutions (and by personal email and telephone). They shared resources through Dropbox.

When it comes to atmosphere, all respondents confirm that the UvAMOOC community is open, professional and collaborative. According to the institutional members and the coordinator the core community members tend to be pretty advanced in their skills.

FIG. 1: GRAPHICAL REPRESENTATION OF THE ORGANIZATION OF UVAMOOC



In terms of technologies facilitating the organisation, the community used (and adapted) a wide variety of freely available and open media for creation, sharing and interacting. Many well-known and used social media were integrated.

3.2.4 How to get things done: learning and sharing expertise within the UvAMOOC community

The learning opportunities that the construction of the MOOC provided the members of the community, emerged as an important outcome of this kind of working. The commitment of the University to form a sustained core of employees that will push the MOOC agenda more University wide seems important in order to further disperse the knowledge gained in the process. Also, forum moderation and platform hosting needs a sustained investment. If the University administrators see a quality improvement within the developing faculty they might support the structural embedding of MOOC development in the future. Since MOOC networks are partly temporary (students come and go), this core group is important so that the knowledge gained will not be lost again.

Because this UvAMOOC was the first in its kind in the Netherlands it received a lot of (media) attention, which helped knowledge dissemination to a very wide community. Not only did a lot of people in the Netherlands learn what a MOOC is, a lot of people wanted to know how it was done and there was a huge sign-up of people wanting to experience a MOOC and learn about introductory CS, including international participants. The attention the MOOC received also contributed to the wider agenda of promoting more online education, making use of new technologies, and improving the quality of CS teaching.

3.2.5 Conclusion UvAMOOC

The fact that the co-creation of the MOOC is embedded within the institutional team and that there is an active project coordinator adds to the functionality of this network. This analysis indicates that, through the investigation of the social configuration of a community or group of people, valuable insights can be gained into how and why networked learning activities are taking place. Even though the initial participation levels of this MOOC were high, the sustained participation in Open Education by participants is still a concern as is the sustained investment of Universities in creating more MOOCs and participating in the formation of a wide network of MOOC enthusiasts. UvAMOOCs have signed up to broadcast on the COURSERA platform now, which may help in connecting to such a network.

This could resolve in the following ideas to generate sustainability

- A shared domain serves as a solid ground for learning and sharing expertise within the UvAMOOC Network
- Engagement in OER creation makes personal networks stronger and brings co-creating partners together.
- The network is driven by central and a highly charismatic and energetic moderators.

- Most knowledge sharing happens face-to-face within the institutions, but the MOOC phenomenon can create a ripple effect of knowledge sharing too.
- It will require more time to develop deeper learning and knowledge sharing within a wider community.

3.2.6 Barriers

Time constraints

- "We cannot do all we wish to do at once"

Institutional constraints

- Even though some more faculties are now on board, the University as a whole does not buy into the whole open resources idea at this point
- The costs might still be too high for the returns, but it's hard to say at this initial development stage, because production will become more efficient.

Network constraints

The involvement of auxiliary network members remains an issue. How to keep more MOOC participants on board will need to be investigated further, also because in every iteration of the MOOC knowledge gets built that in the next iteration is not preserved because auxiliary members move on.

National constraints

There is not much National policy on OER creation, although valorization activities are much higher on the scientific (output) agenda right now.

Other constraints

English speaking language and Internet access.

3.3 The Re:Source case study

SCHREURS BIEKE AND PEPLER GILES

3.3.1 Short description case study

Re:Source is an initiative aimed at developing OER for Scotland's colleges. The initial development work took place during 2012 and it is currently managed by the (Scotland) College Development Network, which is part of the Scottish Further Education Unit. All resources, with a few exceptions, are held under a Creative Commons 3.0 Unported licence. Sustainability is not yet fully assured since the long-term business model has yet to be finalised. At present the initiative is not fully developed. The hope is that communities of practice will develop from existing subject and interest networks which operate across Scotland's colleges. Although there is no established Network of practice within Re:Source at the moment, members of existing subject and special interest networks which operate across Scotland's colleges are open to migrating their existing networks into Re:Source. Existing networks operate largely democratically and informally, with (e.g.) email forums for the discussion of issues and resources and would wish to maintain similar modes of operation within Re:Source. Where resources are created and shared, their preference is for peer review.

At present, there are two main drivers:

- Populating Re:Source with resource materials from the former Coleg repository and materials from SQA (the Scottish Qualifications Agency).
- Educating teaching staff on copyright and licensing issues and encouraging them to upload resources which are CC-licensed.

(http://resource.blogs.scotcol.ac.uk/)

3.3.2 Open Educational Resource Model (Re:Source)

Not really developed yet.

3.3.3 Driving forces behind the Re:Source initiative

The research conducted within the frame of the POERUP Project focused on what are the driving forces of OER initiatives to get them going and establish a strong and sustainable network. For each case-study we investigated the four domains needed to have a strong network of practice. Here we summarize the results for the Re:Source initiative.

3.3.3a Shared domain

At the time of writing the shared domain is to join forces and to create value out of the recent merger of different Scottish colleges. First of all there is a drive to reduce costs by working towards a shared repository for online learning materials and courses, secondly there is a strong subgroup of librarians that wants to work towards a copyright guidance

protocol for all partner colleges. But due to the current college merger programme, sharing learning materials is at the time of writing not the primary focus of the teams within the partner institutions. According to all interviewees, regional colleges are not ready yet to share:

> *''We still have people going on one [and the same] course; why should I let them see my stuff?' … we set up what was called a community hub, which let people go in as guests to each one of the colleges' Moodles and we had complaints about that from the Union in one college because some people said that why should we let people from this other college see our stuff. So that was rather a strange experience. I think we still have work to do to change that culture, but I think communication get together across the campus groups is going to be part of it.''*

Although the interviewees seem concerned about the reluctance to use open educational resources, within the survey results we see a more positive result. Of the 34 participants, 41% feel confident in using OER and 44.1% feel even at an advanced level. 35% agree that they feel confident using OER in their teaching practice and 50% strongly agree. 35% agrees to plan OER in their own teacher practice and 41% strongly agree. We see even higher numbers (35% - 50%) of people who (strongly) agree to use OER within the next 3 years. 41% agree and 47% strongly agree that their institution will support the use of OER and slightly lower percentages (38% and 44%) think their institution will support OER within the next 2 years.

17% claim to use OER very often, 41% claim to use OER regularly already in their teaching practice and 32% use it sometimes. Only 2.9% claim never use to use OER at all and only 5.9% once or twice.

This difference in perspective is maybe the result of the start-up of the network and the loose relationships amongst the Re:Source project team and the institutions. Another explanation is that the 34 people are closely linked to the core Re:Source group and they are also only a small percentage of the total population of the institutional teams and maybe the participants who are into OER were also more willing to participate in the study. This is likely because the mailing list for the survey is drew up by the College Development Network.

Copyright issues are according to the interviewees not a shared area of knowledge and there is no consistency yet. . It is still a very unclear area, especially in the field of digital learning materials. Regional colleges still have their own approach to it.

3.3.3b Shared Identity

To gain a shared framework of values it is important to have a shared identity within the network (Wenger, 1998). There is no real shared identity amongst the wider open network of practice but there are smaller sub communities like the librarians who do have a shared identity:

'The librarian CoP which I am involved in have been going for a long number of years and have been very successful I think in bringing together quite a small team within each of the colleges and sharing good practice in organising training across Scotland.'

Next to the librarian CoP other smaller and long lasting subgroups are mentioned with a shared historical and social context. It seems that they all meet regularly in face-to-face meetings. These meetings add to the shared identity.

3.3.3c Shared practice

Because of the short life cycle there is not really mention of a shared practice within the wider open networks of practice amongst the regional colleges, but there is already a shared practice amongst the smaller subgroups. The librarians seem to be very active and have already created a toolkit on copyright issues together. There is also mention of an IT subgroup. One person also mentions Coleg, the predecessor of Re:Source. But within this community there was also not always very much shared practice and no resources were completely open.

All shared practice is happening within the partner institutions itself. This is represented within the results of the survey if we look at the individual learning networks of the different respondents.

If we look at the composition of individuals' personal networks, these represent the people with whom they have valuable conversations around the use of OER. 50% of the respondents claim to only talk to internal colleagues about the use of OER (100% of their relationships consist of internal colleagues). If we look at those whose roles involve contact with many external colleagues, we see that people who have indicated to have an 'other' role within the initiative have the most external contacts. One of these is a librarian.

TABLE 1: COMPARING THE TYPE OF RELATIONS BETWEEN MEMBERS OF AN INSTITUTION AND VOLUNTEERS.

ID	Internal Colleague	External Colleague	Other
1	50.0	50.0	0
2	100.0	0	0
3	0	100.0	0
4	100.0	0	0
5	33.3	66.7	0
6	80.0	20.0	0
7	100.0	0	0
8	100.0	0	0
9	100.0	0	0
10	0	100.0	0
11	100.0	0	0
12	25.0	50.0	25.0
13	100.0	0	0

14	0	100.0	0
15	100.0	0	0
16	0	0	100.0
17	100.0	0	0
18	71.4	28.6	0
19	100.0	0	0
20	100.0	0	0
21	100.0	0	0
22	20.0	80.0	0
23	0	25.0	75.0
24	0	100.0	0
25	100.0	0	0
26	33.3	50.0	16.7
27	100.0	0	0
28	100.0	0	0
29	100.0	0	0
30	0	0	100.0
31	100.0	0	0
32	0	0	100.0
33	100.0	0	0
34	85.7	14.3	0

TABLE 2. CROSSTABS: ROLE (ROWS) VERSUS TYP_REL (COLS)

Role	**Internal rel.**	**External rel.**	**Other**
Participant	1.000	5.000	3.000
Other	2.000	21.000	2.000
Lecturer	53.000	5.000	2.000
Manager	27.000	6.000	2.000
Student	7 0.000	1.000	0.000

3.3.3d Organisation

Next, we explain how Re:Source is organized to establish their network activities. Because of the time cycle, the interviewer skipped some of the questions to get a complete picture of the organization, but we assume these were also not relevant, as the actual organization was, at the time of writing, not yet fully developed. Currently we see a very loose network that leverages on a former repository called Coleg, but that needs to reinvent their identity, because Coleg was not as open as Re:Source wants to be. We do see, as in other cases, that there already is some activity thanks to smaller and older sub communities who have already created a strong shared domain, practice and identity prior to the existence of Re:Source. Most of the communication is happening face-to-face. This finding is supported

by the survey data as most people meet their contacts at their place of work or during face-to-face meetings.

TABLE 3: THE COMPOSITION OF THE NUMBER OF COLLABORATION (IN %) THAT'S HAPPENS AT THE PLACE OF WORK, ONLINE OR OFFLINE MEETINGS OR ENTIRELY ONLINE WITHIN AN ID'S PERSONAL LEARNING NETWORK.

ID	At my place of work	Online	Offline meetings	Online meetings
1	50.0	0	25.0	25.0
2	100.0	0	0	0
3	0	0	100.0	0
4	100.0	0	0	0
5	33.3	66.7	0	0
6	80.0	0	20.0	0
7	100.0	0	0	0
8	100.0	0	0	0
9	100.0	0	0	0
10	40.0	50.0	0	10.0
11	100.0	0	0	0
12	50.0	0	50.0	0
13	100.0	0	0	0
14	0	0	40.0	60.0
15	100.0	0	0	0
16	50.0	0	50.0	0
17	100.0	0	0	0
18	71.4	0	28.6	0
19	100.0	0	0	0
20	100.0	0	0	0
21	100.0	0	0	0
22	20.0	80.0	0	0
23	0	100.0	0	0
24	0	0	100.0	0
25	100.0	0	0	0
26	0	100.0	0	0
27	25.0	75.0	0	0

28	60.0	40.0	0	0
29	0	100.0	0	0
30	100.0	0	0	0
31	100.0	0	0	0
32	0	0	0	100.0
33	100.0	0	0	0
34	57.1	0	0	42.9

3.3.4 How to get things done: Learning and sharing expertise within the Re:Source network

Based on the limited information we can only claim that the learning activities happening on the networks of practice level of Re:Source are quite limited. The learning networks of the respondents of the survey are on average very small also compared to the networks within the OERu case study. Most practitioners have between 4-5 colleagues with whom they have valuable conversations around OER. Only 6/34 respondents claim to have more then 5, only one person reaches the maximum of relationships he/she could fill in: 10 and he appeared to be a manager.

There is also no technology in place to stimulate social learning amongst the partner institutions, except for the Librarian CoP which has a mailing list. They are planning to set-up a central VLE.

3.3.5 Conclusion Re:Source

By analysing the social configuration of Re:Source we see that Open networks of Practice need time to develop. The Re:Source initiative is only starting up and the Open network of practice is not set-up yet, there are also no available tools yet to start the collaboration between the regional colleges. But we do see, that Re:Source will leverage on already existing sub communities which already have a strong identity, like the Librarians community which has already produced support-driven deliverables to help out the regional colleges to start the use of OER.

- The following ideas could help to create sustainability:
- According to the interviewees a strong College Development Network needs to be setup and sustained.
- The business model behind it still under development. They are thinking about an incentive model. Where members can be stimulated to share resources by giving incentives. The Network would be responsible for the incentives, not the colleges themselves.

- Next to an incentive model, quality assurance will play an important role and investments need to be made in promotion and rising awareness amongst the colleges.
- Practice is only shared within the institutions themselves. Most knowledge sharing happens face-to-face within the institutions. Institutions do not work together intensively.
- Strong long lasting sub communities.
- Requires more time to develop deeper learning and knowledge sharing to the wider community.

3.3.6 Barriers

These barriers are mentioned by the survey participants

Time constraints

- Time
- Lack of time. Teach 5 degree modules on same 24 hour class contact contract as FE lecturers
- Time constraints due to the part time nature of my role and the commitment to other roles.
- Time
- Time
- Time
- Insufficient time
- Only time.

Institutional constraints

- Difficulties in persuading tutors to share their materials for their mutual benefit
- Managers tend to think that time spent looking for and looking at resources in order to choose what is useful and best for my learners is non-productive time.

Community constraints

- The community is not fully established online yet.
- Community is still quiet, and materials limited in quantity.
- I haven't ever thought of it as a community. For example, I haven't noticed a platform for discussion. I thought it was all about sharing resources.

Resources

- Access to resources.
- Coping with the amount of resources to find the best available particularly in the time available to me
- There are no resources for my area of teaching

- Time constraints to delve in and be aware of what is on the system.

Competence

- Only my own knowledge and ability with the resource.
- Lack of personal knowledge in IT and about the program

3.3.7 Attachments

Descriptive Statistics (Members' role and capacity in the community):

Members' role in the community

	Frequency	Percent
Learning Technologist	2	5,9
Lecturer	**16**	**47,1**
Manager - Learning & Teaching	**10**	**29,4**
Support Staff	1	2,9
Other	5	14,7
Total	34	100,0

Other roles specified:

Consultant

Director LDB e learning

Learning resources advisor

Librarian

Tutor

Members' capacity within the community

	Frequency	Percent
As a college employee	**29**	**85,3**
As a volunteer	2	5,9
Other	3	8,8
Total	34	100,0

Other capacities specified:

Consultant

Jisc RSC Scotland

Sessional Tutor

Members' expertise in the use of OER

Please indicate how confident you are in working with (learning) resources using the Web

	Frequency	Percent
Starter (using basics)	2	5,9
Intermediate	**14**	**41,2**
Advanced	**15**	**44,1**
Expert level	3	8,8
Total	34	100,0

I feel confident in using open educational resources in my teaching practice:

	Frequency	Percent
Strongly Disagree	1	2,9
Disagree	2	5,9
Neither agree nor disagree	2	5,9
Agree	**12**	**35,3**
Strongly Agree	**17**	**50,0**
Total	34	100,0

I am planning to use open educational resources in my own teaching practice this year:

	Frequency	Percent
Strongly Disagree	1	2,9
Disagree	1	2,9
Neither agree nor disagree	3	8,8
Agree	**12**	**35,3**
Strongly Agree	**14**	**41,2**
Not sure	3	8,8
Total	34	100,0

I am planning to use open educational resources in my own teaching practice within the next 2 years:

	Frequency	Percent
Strongly Disagree	1	2,9
Neither agree nor disagree	3	8,8
Agree	**12**	**35,3**
Strongly Agree	**17**	**50,0**

Not sure	1	2,9
Total	34	100,0

Institution's support of open educational resources

My institution supports the use of open educational resources:

	Frequency	Percent
Strongly Disagree	1	2,9
Neither agree nor disagree	2	5,9
Agree	**14**	**41,2**
Strongly Agree	**16**	**47,1**
Not sure	1	2,9
Total	34	100,0

My institution will support the use of open educational resources within the next 2 years:

	Frequency	Percent
Strongly Disagree	1	2,9
Neither agree nor disagree	3	8,8
Agree	**13**	**38,2**
Strongly Agree	**15**	**44,1**
Not sure	2	5,9
Total	34	100,0

How often do you already use open educational resources in your teaching practice?

		Frequency	Percent
Valid	Very often	6	17,6
	Regularly	**14**	**41,2**
	Sometimes	**11**	**32,4**
	Once or twice	2	5,9
	Never	1	2,9
	Total	34	100,0

Members' demographic data

Age	Frequency	Percent
Select your age	1	2,9
21-30	2	5,9

	31-40	3	8,8
	41-50	**13**	**38,2**
	51-60	**13**	**38,2**
	61-70	1	2,9
	Prefer not to say	1	2,9
	Total	34	100,0
Gender		Frequency	Percent
	Male	9	26,5
	Female	24	70,6
	Prefer not to say	1	2,9
	Total	34	100,0

3.4 The DigiSchool case study

PRINSEN FLEUR, SCHREURS BIEKE, ANTOINE VAN DEN BEEMT

3.4.1 Short description case study

Digischool (http://www.digischool.nl/) is an initiative of Kennisnet, a government funded organization, based in the Netherlands (http://www.kennisnet.nl/over-ons/international-visitors/). Kennisnet is a public educational organization aiming to support and inspire Dutch primary, secondary and vocational institutions in the effective use of ict. It is very active in the field of Open Educational Resources. Digischool has a foundation made up of 5 permanent members, but the central contributors to Digischool are Dutch teachers working together to provide digital lesson materials, alternative methods, and background information online. The main goal is to develop alternative ways of learning for students (e.g. different from lesson methods offered through main publishers). Digischool is an online platform that serves as an umbrella for a network of 34 'domain communities'. For the sharing of OER products the Digischool is linked to a site called Wikiwijs (http://www.wikiwijsleermiddelenplein.nl/).

It's hard to say how many members the total Digischool has, but as an example, in the interview with the moderator we found out this community has a stable core of 5 or 6 original community members (13 years of history, but on other platforms). Digischool was recently moved to a more convenient platform and lost some members in the transition, but the moderator estimates his sub community has about 800 (more active) users - a critical mass that transferred to the new site with him. He said in the previous version it was too easy to become a member (there were e.g. about 6.000 members for X and e.g. 14.000 Y).

The list of anchor partners can be found here: http://www.digischool.nl/partners

3.4.2 Open Educational Resource Model (DigiSchool)

Digischool aims to create a parallel and/or interwoven learning universe based on OER to augment and add value to the formal education sector. It relies to a great extent on teachers volunteering their own time or contributing as part of regular staff time they get to develop their educational resources for their schools. The community moderators on Digischool get paid for about one hour a week, but for instance the moderator spends at least an hour a day, so he volunteers a lot of time. Till three years ago he had about 3 hours a week to spend within his regular teaching roster. He now gets 2500 euro (before tax) for 40 workweeks.

Two interviewees (teachers) reported on the time they invest in contributing OER to Wikiwijs. One of them created for instance a google maps lesson and it took him about 5 hours to make initially but sometimes he adjusts things and it grows over the years. He also contributed an interactive PowerPoint which was built from previous material, but took him

about another 3 hours to make. He says he would not spend more than 8 hours, because that would just be too much. The other interviewee says he needs about two hours to create an infographic. He also created a big educational package in an interactive online tool. He thinks took him “thousands of hours” to put it together. He says there would be no way he would earn back his time investment from the service he now provides to mass-print his materials for schools. It still takes him time every week, maybe 2 or 3 hours for maintenance.

They use the most open license of creative commons for sharing lesson materials. It might be one reason why there is not more material uploaded; even when people 'remix' they might not be sure if it can be considered their own production. There is also a consideration of quality that keeps some teachers from uploading lessons they have created, but the Digischool foundation has now assigned special evaluators to help locate and get new materials to enrich the database, produce more publicity for Digischool and Wikiwijs, and label the existing materials. We interviewed one such evaluator who is working on a quality label assessing the usefulness of materials, so that the quality material will be more visible and easy to find.

The platform used to support the Digischool is based on Pleio - www.pleio.nl, which is a government platform and not completely open source, but it is created upon Elgg open software.

3.4.3 Driving forces behind the DigiSchool initiative

The research conducted within the frame of the POERUP Project focused on what are the driving forces of OER initiatives to get them going and establishing a strong and sustainable network. For each case-study we investigated the four domains needed to have a strong network of practice. Here we summarize the results for the Digischool network.

3.4.3a Shared domain

In this network as a whole there is some flexibility in what is experienced as the common domain. Some focus on the creating of (adapted) learning methods and materials within their educational content domain, others put emphasis on sharing them with other teachers, and it seems that most members still come to use the shared materials within their domain of practice. One interviewed teacher narrates he started making OER because he often found things in the standard teaching methods that he thinks are incorrect or not fitting for his students. The moderator said he thinks the purpose of Digischool is to provide a platform in which teachers can talk about their field and exchange ideas and resources.

In terms of all members subscribing to a common purpose for Digischool (the exchange, and use, of learning materials made by teachers themselves) and a sharing of the common underlying value of teacher agency in improving methods, the levels of actual production and exchange still vary too much according to the interviewees.

The interviewees reported value creation on different levels. On the individual level there is value to be achieved in terms of new knowledge, ideas and skills. Participating in OER creation can also generate new personal networks and positions. Some members also obtain a bit of time and money for their participation, but mostly it is still based on volunteered time. At a community level the interviewees report better teaching and outcomes for students, more time-efficiency, staying up to date, access to collegial advise, continuity and diversity in available knowledge. At the societal level people can benefit from these developments because it should contribute to better quality education, the wider spread of ideas, a better public image and to feeding the innovative force of teachers.

3.4.3b Shared Identity

To gain a shared framework of values it is important to have a shared identity within the network (Wenger, 1998). The interview results show that the participants see the Digischool network as open, diverse and to some extent established. For instance the Digischool X community is seen as subpart of a broader X community, wanting to 'give back' to education (e.g. in the interview one teacher recounts resources made available to him by companies for improving learning methods). Even though a shared identity might not be experienced by every member in the wider Digischool network and there seem to be various levels of belonging and ownership experienced, when asked the interviewees provided a couple of quotes on what they thought would constitute a common identity for Digischool members:

> *'These people take their profession seriously and find joy in making beautiful lessons.'*
>
> *'I am happy I made this and find it a waste if no more people can use it.'*
>
> *'[Digischool is constituted by]… "people who are willing to use the internet, are interested in keeping up with news in the field, and look beyond the standard teaching methods provided.'*
>
> *'When there are big changes in the educational landscape these kinds of communities can provide support and aggregate reactions and solutions. The surge of interaction on the platform during exam time shows this beautifully.'*

The fact that some core members might speculate as to how much this identity is shared in the wider network might be related to how the community itself is structured. It consists of a stable core (with almost 20 years of history behind it) and critical mass around it that is now more or less actively involved. But the, reported, low level of interaction within this critical mass speaks to a weak sense of a (broader) networked community.

3.4.3c Shared practice

The shared practice of Digischool is centered around the creation of OER and the sharing of resources through an online platform. Some of these shared practices are supported through the media offered within the Digischool network. Recently, for instance, they made

the uploading of material more intuitive for users. There was also an initiative to try and make it a common practice to evaluate any material that teachers download from the site; Digischool members receive reminders from Digischool to do so, but few members respond to these prompts.

Some other practices, which are clearly important for the communities in the Digischool network, are mainly executed by persons with distinguished roles in the network, like the community moderators and the learning material evaluators. The sub communities clearly appreciate their contributions, for instance, they see clear value in having someone with initiative to filter out important news about teaching solutions from their domains (curation). The moderator of the community described himself as the kind of person that always looks for new ways to do things, even though the community motivates him to some degree it mostly comes from his personal drive. The evaluator contributes by providing guest lectures at teacher master education institutions to make new teachers aware of the community. He's also trying to find a way to get the materials that students make for the master institute uploaded more structurally.

Since the envisioned shared practice involves a lot of use of online applications (e.g. creative use of google earth and maps, augmented reality, use of mobile devices) the moderator says his impression it that is too hard for many, or they have other priorities. He will read up on the internet for people who have already tried things like this. If their ideas work he provides it as an example for the community. Sometimes he puts out a request in the community for certain projects and then sub-communities will go to work.

3.4.3d Organisation

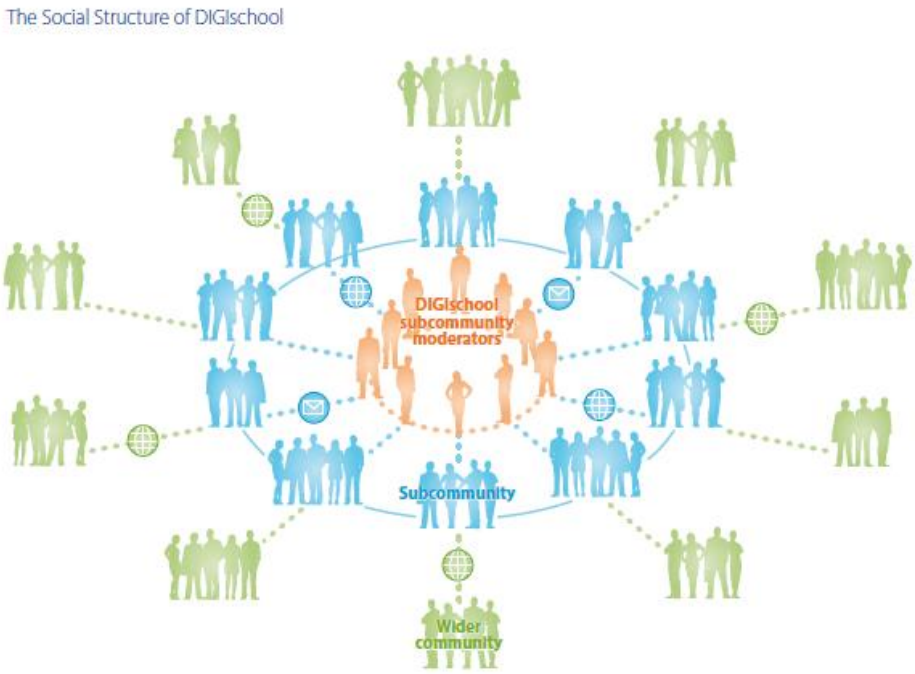
Next, we explain the way the Digischool is organized to establish their network activities. The wider network does not display much self-organising (except around exam time, when participation suddenly surges). The community gets its information to a great extent through a mailing list, core members communicate through email and other members communicate mainly on the discussion boards of their Digischool platform and through Wikiwijs.

When it comes to atmosphere, the community moderator said his impression is that there are parts where there is collaboration, also in the discussion fora. But the percentage of collaborative activity could be higher. He thinks there can be more group forming (e.g. groups to film their classroom). He does think he needs to initiate actively. Still, he might not be able to see all the collaborations that emerge (maybe through other contact possibilities) now that the platform facilitates finding each other a bit better. The evaluator thinks locally, within teacher teams, there will be some co-creation. Wikiwijs is working on making team arrangements a possibility.

According to the interviewees, the Digischool network has members with a variety of skills, from beginners to very advanced. The evaluator's impression is that there is too much sharing and little evaluation. What is uploaded varies from PowerPoints of 4 slides to

accompany a book chapter to an interactive complete lesson. Those who are visibly highly competent are a very small percentage. Of course there is no way to see how the materials are being used, just if something is downloaded. The impression of the community moderator is that members lack some skill in production of OER, but when it is exam time most people are pretty skilled in working with the discussion boards. The content experts are good at expressing themselves and this benefits the other community members. Some users are still a bit shy to openly put their ideas online but since the forum is semi-closed this is easier and not much moderation is necessary.

FIG. 1: GRAPHICAL REPRESENTATION OF THE ORGANIZATION OF DIGISCHOOL



3.4.4 How to get things done: Learning and sharing expertise within the DigiSchool network

Knowledge and experience are shared through mailing lists and on the Digischool platform in forum discussions. The actual OER products are uploaded to Wikiwijs.

Interviewees indicated that they were learning 'naturally' how to produce OER, mainly by searching appropriate internet resources. The search mechanism of edurep (repository) is really facilitative in finding OER for the Digischool network.

Alongside the informal learning that takes place, the community organizes a yearly offline conference, but there is no connection made with the specific Digischool community, although they might run into each other there.

According to the moderator and evaluator, the members are still learning how to create and share open learning materials and embed it within their own, local, practices. There is now a push for more quantity and quality. The evaluator is working to get the community embedded into the master education for teachers. They also made a score-list with criteria. About 10% of the content of Wikiwijs qualifies at the moment (e.g. criteria like the lesson plans have to have a pre- and a post-test, it needs to have several lessons and work-forms). The standards are hard to reach. There is a tension between keeping the barriers to sharing low and maintaining a good quality standard.

3.4.5 Conclusion DigiSchool

Digischool differs from the other cases as it is not embedded in any institutional context; it is really an online network. Community moderators are very much necessary to keep the sub-communities going. The moderators have over many years established a stable core to this sub community. Around this interaction there is an outer circle network of (more) volunteers and interested individuals, who to some extent share the same values and ideas and want to learn from the experiences of the inner core. By analyzing the social configuration of the Digischool community as a case study we see that the actual creation of OER is a very individual activity and members are mostly driven by individual values. Members of the core-community do learn from each other through mailing lists and share expertise about the use of open educational resources. They get the most value out of the communities because they get the feeling they work with like-minded people. Some contributors put a lot of time investment in the creation of open educational resources. Most work is done in volunteered time, but some contributors get an incentive.

The interviewees give the following tips to generate more sustainability

- School boards should encourage the development of OER within the regular teaching practice ('in the boss's time from tax-payers money). In a sense this is paid work for the common good, so you should share it.
- New solutions are needed that tie into the needs of schools, are even more useable and still controlled
- Community managers remain essential, to bring things together
- Get the community embedded into the master education for teachers.
- Publishers may provide some support for remixing of their materials (ease up on copyrights)
- The innovative capacity of the community is where the sustainability resides, to continually adapt and change!]
- If publishers provide some support for remixing of their materials (ease up on copyrights), this may contribute to teachers feeling more comfortable to produce new materials. Now this is locked behind 'e-packs' logins (access to digital learning materials from publishers).

3.4.6 Barriers

Time constraints

- All interviewees reported time constraints, but this doesn't keep them from contributing
- The sharing of ideas is not a priority to many teachers since they have their own activities and teams in their schools.
- Lack of time because of other institutional duties.
- Time Doing this alongside an, already busy, day job
- Wish I had more time to volunteer...there are so many things I would like to help with.
- Not enough time
- Time, prioritising other activities
- Current workload significant increased with looking after 2 departments and filling in 2 roles ;(
- Time

Institutional constraints

- Schools do not promote sharing of OER, even if it gets created during the school hours set aside for curriculum development.
- Digischool is working on institutionalizing some of the practices within schools for teacher master education.

Network constraints

- Teachers personal networks sometimes do not react kindly to colleagues trying to produce OER
- Certain (offline, more senior) colleagues do not like it when you openly excel in something, so they will try to shoot you down. This makes teachers hold back on sharing, unless they know it is basically faultless. At the same time a check is appreciated.
- On Wikiwijs itself there is not much elaborated evaluating/discussing going on, especially not on the smaller items.
- There is a learning curve on things like tabs, illogical or unknown terminology and inconsequent function and location of buttons.
- Some people stop searching when too much that comes up is bad quality. It is not immediately clear what kind of learning material it concerns (e.g. if it is a PowerPoint, an interactive lesson for tablets, a written lesson, an excursion). This is being addressed with the new evaluation push.

Other barriers

- Teachers are afraid to share because of quality and copyright concerns
- Newly set quality standards might be too hard to reach to maintain some quantity
- Some teachers feel that others (e.g. publishers) might walk away with a product they worked hard for (culture of open sharing is not yet there and there is no reward system apart from earning stars or getting a positive comment)
- It is also still difficult to get good materials for the database.
- The stability of the platform may be a future sustainability issue.
- Also, the fact that entrance to the community now takes more effort (also because of Pleio) also has its drawback, repelling signup
- Web applications for use in OER change, so need continuous learning
- Only small percentage is visibly highly competent in OER production

3.5 The Futurelearn case study

Bieke Schreurs and Paul Bacsich

3.5.1 Short description case study

FutureLearn is a private company wholly owned by the UK Open University (FutureLearn 2013). It has partnered with over 20 leading UK universities to form the FutureLearn consortium. Since October 2013 the consortium has offered a range of MOOCs focused at informal learning on a variety of subjects typically taught at university level. In addition to partnering with universities, FutureLearn has partnered with three UK institutions with massive archives of cultural and educational material - the British Council, the British Library, and the British Museum - and with a few non-UK universities from other English-speaking countries, including the University of Auckland (New Zealand), Monash University (Australia) and Trinity College Dublin.

The stated aims of FutureLearn when it launched were to:

- bring together a range of free, open, online courses from leading UK universities, that will be clear, simple to use and accessible;
- draw on the OU's expertise in delivering distance learning and pioneering open education resources to underpin a unified, coherent offer from all of its partners;
- increase accessibility to higher education (HE) for students across the UK and in the rest of the world.

3.5.2 Open Educational Resource Model (FutureLearn)

See: https://about.futurelearn.com/blog/the-first-o-in-mooc/

FutureLearn is a platform that offers 'Massive Open Online Courses' (or 'MOOCs'). Invited UK-leading and international university partners create learning content into structured courses, offered online and freely available to potentially massive numbers of learners. The content is owned by the partner institutions and the partner institutions have full control over how and when the courses are provided. FutureLearn supports the creative common license but partner universities can decide themselves about the appropriate licensing for the course content. University partners might suggest additional but optional resources that require payment by learners, or offer additional services of interest to learners that come with a cost attached. Also FutureLearn may offer additional paid services in the future in order to make the service sustainable but the core remains open and free. The platform itself is also owned by the UKOU.

All learner content is published under a Creative Commons NC BY ND licence: all comments are owned by the learners but these comments can be searched and re-used for non-commercial purposes, provided the originator is identified. Learners can regulate their profile privacy status themselves.

The design is based on the UK educational system. Narrative is important, with a lot of videos, space for conversation, reading and social interactions. The aim is to reach massive audiences to generate a social constructivist approach to learning with lots of connections between the learners themselves. The aim is to create a community of FutureLearn learners.

3.5.3 Driving forces behind the Futurelearn initiative

The research conducted within the frame of the POERUP Project focused on what the driving forces of OER initiatives are, to get them going and to establish a strong and sustainable network (or a community of practice). We do not focus on the learners, but on the producers of, in this case, the MOOC's and the FutureLearn platform. For each case-study we investigated the four dimensions needed to have a strong network of practice. Here we summarize the results for FutureLearn.

3.5.3a Shared domain

Domain refers to the shared domain that inspires the members to share, broaden or deepen their knowledge and skills within the FutureLearn network, and the value this creates for the members' practice. Even though all partner universities are working towards creating a MOOC to be made available on the FutureLearn platform, the domain is not wholly common. The critical friend working for the FutureLearn initiative mentioned that all Partner Universities participate for their own reasons. One interview participant mentioned that developing the MOOC for FutureLearn is the main purpose. They want to create a high quality MOOC to lift constraints to acquiring knowledge, while developing new ways of knowledge distribution and of organising interaction (a segue to develop more online education). For one interviewee the focus was mainly on positioning and branding of the university by reaching new and massive audiences. The FutureLearn core team articulated more philanthropic values: offer free education to all and inspire the love of learning in people by telling stories. Even though not every member shares the same goal, all interviewees shared the goal to boost the quality of online education.

The interview respondents stated that working on the UvAMOOC created value for them on many levels. At the individual level Its valuable for the interviewees as e-learning experts that research aspects can be pushed out in the real world and tested and that they can write papers about it to spread their knowledge and expertise to the wider educational field. It is also a vehicle to promote elearning within the partner universities. To strengthen their own expertise, interviewees comment that there is a lot of sharing within the face-to-face meetings but that the community of FutureLearn is too young to have an impact in their daily practice. The sharing does not yet extend the face-to-face meetings. This could also be explained because of the institutional focus on creating the MOOC's and that the universities are now in the middle of producing their own MOOC's to get them up and running on the platform. At the institutional level the value in participating in FutureLearn is mainly outreach to potential new students, alumni. From a technical point of view

FutureLearn provides a platform that can handle massive amounts of students and it has the potential to generate data and insights for both MOOC types and digital materials. FutureLearn differentiates from other platform providers because it is based on the UK educational system and pedagogy. All those things are valuable for the partnership. All interviewees state that the knowledge gained in creating MOOC's will be valuable for the wider educational world because all participants are also members of other communities around e-learning and new educational technologies. The critical friend of FutureLearn also mentions again that the value it creates for learners to have free access to high quality courses. Proving MOOC's could also give universities the possibility to provide education at module level and create more flexible pathways for students.

3.5.3b Shared Identity

To gain a shared framework of values it is important to have a shared identity within the network (Wenger, 1998). FutureLearn is a network of leading UK universities who want to invest in high quality online education. But there is not really a shared identity amongst the partner institutions as all partner institutions participate for their own reasons, they have their own level of expertise, their own specialized content and develop the MOOC's within small institutional teams within their institution. But when FutureLearn organizes face-to-face meetings for all parties involved in Futurelearn there is a sense of shared identity of working towards qualitative e-learning facilities and to boost UK Higher education in general. But this sense of belonging does not extend the face-to-face meetings yet.

3.5.3c Shared practice

Practice refers to the extent to which the group exhibits social activities and to which the group knowledge is integrated in day-to-day activities. Although the different parties share some of the same goals and values, they have no shared practice. The creation of the MOOCs takes place within the small institutional teams - in other words, amongst the academic staff and the technical staff. There is some shared practice within the FutureLearn team and the contact persons for FutureLearn within the institutions do share their expertise and feedback with the FutureLearn team. Within the core team there is a huge amount of expertise to create a rich MOOC environment. Within the partner institutions the expertise varies. Some universities have limited expertise in the creation of online learning materials. There are some who have delivered several MOOC s already and some who haven't. According to an interviewee of an institutional partner the critical success factor is to have a stable and core team who work full time for a limited time period on the MOOC otherwise it is not possible to get the job done. If the e-learning team is occupied with university based issues, they will not have enough time to create the MOOC for FutureLearn. The team needs to be well-organized. To help the partner institutions the FutureLearn interviewee mentioned that every institution has a support producer who can help the institutions to get the MOOC up and ready. But the 2 institutional interviewees,

who are actual experts themselves in the creation of online learning materials, did not mention the task of the producer.

3.5.3d Organisation

Next, we explain the way FutureLearn is organized to establish their network activities. FutureLearn organization can be compared with a partnership where all members have their own responsibility. Like stated before, institutional members work within a small team of colleagues, mostly from their own institution to achieve the practical goals of the FutureLearn network. The institutional member indicated that they have to put a lot of energy into embedding the ideas, practices and lessons learned into the broader institutional context, but the MOOC idea generates a lot more animus then former e-learning initiatives. The FutureLearn inner team works intensively together and they have a local office. They work mostly face-to-face together and use mailing and sometimes web conferencing tools to organize online meetings. They also organize face-to-face workshops for the overall partnership where they share ideas, knowledge and organize workshops about copyright issues and other relevant subjects. Institutional teams communicated mainly face-to-face on-site at their institutions (and by personal email and telephone).

When it comes to atmosphere, all respondents confirm that the FutureLearn initiative is open, professional and collaborative during the face-to-face meetings. According to the institutional members the inner FutureLearn Team are advanced in their skills.

FIG. 1: GRAPHICAL REPRESENTATION OF THE ORGANIZATION OF FUTURELEARN

3.5.4 How to get things done: learning and sharing expertise within the FutureLearn initiative

The learning opportunities that the construction of the MOOCs provided, emerged as an important outcome of this kind of working. To gain enough knowledge and expertise the commitment of the university to form a sustained core of employees that will push the MOOC agenda seems important in order to further disperse the knowledge gained in the process. Since MOOC networks are partly temporary (students come and go), this core group is important so that the knowledge gained will not be lost again.

FutureLearn only started a year ago at this time of writing, so partner institutions members say that there is not a strong community yet and most sharing about how to set-up a MOOC is done only during the organized face-to-face workshops. There is some competition between the partner institutions although all people involved want to work towards better online education.

Because FutureLearn is the first MOOCs initiative in its kind in the UK it received a lot of (media) attention, which helps knowledge dissemination within the partner institutions and even beyond. Not only did a lot of people in the UK learn what a MOOC is, a lot of people want to know how it was done and there was a huge sign-up of people wanting to experience a MOOC, including international participants. The attention the MOOC received also contributed to the wider agenda of promoting more online education, making use of new technologies, and improving the quality of teaching in general.

3.5.5 Conclusion FutureLearn

The fact that the co-creation of the MOOC is embedded within the institutional team and that there is an active core team adds to the functionality of this network. This analysis indicates that, through the investigation of the social configuration of a community or group of people, valuable insights can be gained into how and why networked learning activities are taking place. Even though the initial participation levels of this MOOC were high, the sustained participation in Open Education by participants is still a concern as is the sustained investment of Universities in creating more MOOCs and participating in the formation of a wide network of MOOC enthusiasts.

The interviewees mention the following ideas to help the sustainability of the FutureLearn initiative:

- Most knowledge sharing happens face-to-face within the institutions, but the MOOC phenomenon can create a ripple effect of knowledge sharing amongst the partner institutions.
- The face-to-face workshops organised by the FutureLearn core team with the partner institutions adds to creation of a shared domain, practice and identity

- Training workshops around the use of copyright issues help partner institutions to become aware of possibilities of creative commons and licensing possibilities
- Partner Institutions see the added value of generating expertise in online education in general and of reaching a much wider audience
- Partner Institutions use the FutureLearn platform as a marketing mechanism
- Partner institutions and FutureLearn will have the opportunity to offer additional (paid) services on the platform.
- It will require more time to develop deeper learning and knowledge sharing within a wider community.

3.6 Mini case study ALISON

NICK JEANS

3.6.1 Short description case study

Outside the Higher Education sector, where OER is less prevalent, ALISON (Advance Learning Interactive Systems Online) is an increasingly significant international player in the provision of free online courses for Further and Adult Education.

From slow beginnings in 2007, ALISON has now signed up more than 3 million students to more than 600 free online courses, with over 350,000 'graduates'. It's adding another 200,000 each month and founder Mike Feerick is confident this expansion could accelerate even more rapidly and reach a billion students towards the end of the decade (http://www.bbc.co.uk/news/business-24711245).

Based in Ireland, it is the FE equivalent to the much-heralded Khan Academy in the US, which is aimed more at secondary schools. The 600 courses on offer range from touch typing, to English grammar to Diplomas in Business and Finance. In contrast to the uncertainty over the future of MOOCs (particularly with regard to Udacity) ALISON, which has never received public funding, seems to have sound financial prospects. It has just won a prestigious international award at the World Innovation Summit for Education in Qatar, as well as a UNESCO Award for Innovation in ICT for Education. Its stated philosophy is that "certifiable, standards-based learning can be made available for every subject, for free, online, especially for marginalized people in the developing and the developed worlds."

ALISON is certainly a development that is worthy of serious consideration and is likely to grow in importance over the coming years, expanding into school and university-level provision.

14 February, 2014, ALISON announced today that it had registered its 3 millionth learner. According to the most recent information available, ALISON is now the second largest MOOC worldwide and the largest in registered numbers outside of the United States of America.

3.6.2 Open Educational Resource Model (and financial Model)

The resources are not open in the sense of being copyright-free and easy to re-purpose. It is provided free of charge but a publisher putting content on ALISON actually makes money. (OERs were defined in 2002 by UNESCO as "digitized materials offered freely and openly for educators, students and self- learners to use and re-use for teaching, learning and research".) The financial model is based on 4 different incomes:

- Google pay-per-click: when a learner clicks on an advertisement, ALISON earns revenue. That revenue is then shared with content publishers and used to invest in new 'free to the learner' offerings.

- Fees: Nominal fees are charged to use the ALISON Manager, the service that allows educators to create and manage learner groups. A learner group enables you to manage up to 50 students in the group.
- Certificates: You can purchase your Certificate or Diploma after completing your course. Many learners opt to do this but there is no obligation and you can still complete your learning in full. ALISON is and will remain a free site for the individual learner. (Babbel languages an exception?)
- Sponsorship: Much of the learning is sponsored by partner organisations who wish to see learning on a particular subject freely available. Other content is provided by owners and developers of learning content who provide it at no charge and are seeking no monetary return. Others publishers earn a split on the revenue generated through the display of their content.

The business model is that we make up on high volume what we lose on low cost. With millions of learners worldwide, this still amounts to meaningful revenue for the company.

3.6.3 Organizational model

ALISON has a staff of 30 people primarily based in Ireland representing eight nationalities. Our biggest markets are the United States, India, the UK, and the Middle East. The team reflects the different nationalities that are strongest for ALISON.

They do not create the content themselves. They are quite selective, but accept high quality content from almost anyone. The curation of the content is very important. The content comes from authors, professors, companies like Microsoft MSFT -1.15%, and organizations like the British Council. ALISON functions as a filter for the content that is online in the vocational space – people produce it, ALISON streamlines it, telling content creators how to format it, advises them on how to make it more explanative, and the like.

One of the key performance indicators is completion rate: it is 18% for ALISON, which is higher than most MOOCs. ALISON looks at how people are coming back after spending the first 10 minutes on ALISON. To judge the completion rate from those who initially peruse a course is misleading. They have not yet made a commitment, and we should expect that a number of people will try something, and determine that it is not for them.

Source: http://www.forbes.com/sites/peterhigh/2013/12/31/lessons-from-the-ceo-of-the-first-ever-mooc/

3.6.4 Sustainability

ALISON is certainly a development that is worthy of serious consideration and is likely to grow in importance over the coming years, expanding into school and university-level provision. It's a development that did not lack for growing pains in the early years. From

2007 to 2010 it struggled, with a skeleton staff of 3 or 4, some of whom had to do without pay. 2010 was the watershed year, when buy-in from reputable organisations like the British Council, Microsoft and the Irish Health and Safety Authority gave it traction. The appeal for these organisations was that ALISON offered a simple way to broadcast their materials, using its Moodle-based platform. For the Health and Safety Authority, ALISON also helped to develop their online materials, a facility that is no longer offered.

To some degree, ALISON was lucky, in that its development coincided with the Irish Health and Safety authority needing a platform and co-developer to create online materials and disseminate them. However it's also clear that it could not have thrived without the skill of an expert Moodle technician (Amr Hourani) and the drive of a ruthless manager (Mike Feerick) who kept staff costs to a minimum when times were hard.

There is a concern that ALISON may squeeze out other providers and become the default provider of vocational education, in the same way as Amazon is for shopping. The model is, however, simple enough for others to follow and there are certainly aspects of its provision that could be improved upon, particularly by empowering learners to improve materials and correct errors through their feedback.

ALISON reported that it has been experiencing a surge in demand for free learning in business and management courses, as well as a continued growth in interest in learning languages, particularly English worldwide. Its greatest source of new learners remains the United States; however India and Pakistan are very fast-growing markers for its services.

ALISON Marketing Communications spokesperson Sinead Ni Neachtain stated that *"In the early years, ALISON, grew by simple word of mouth among individual learners. Now seven years old and known to millions, our message of free workplace skills for everyone travels further and deeper. Today, our services are being used much more often by schools and private businesses. Free is a great price for businesses that want to up-skill their staff with high quality online learning"*

3.7 Mini case study Bookinprogress

DANIELA PROLI

3.7.1 Short description case study

Bookinprogress is a project run by a network of Italian secondary schools led by ta technical school located in the Puglia Region (the ITIS Majorana in Brindisi). Its school leader – Salvatore Giuliano - was the initiator of the experience in his own school and acts now as national coordinator of *Bookinprogress*.

The aim of the *Bookinprogress* network is to build on the experience and knowledge of its teachers to jointly author textbooks in several subjects which can be adopted in the member schools. This permits to cut off costs for students and families which in Italy are pretty high as well as to value the knowledge capital existing in Italian schools.

In order to face the high cost of school books for families and meanwhile ensure high didactical quality, the above mentioned school started collecting the material produced by its teachers and printed it for its students. The project then moved from a school to a network of schools which adhered to the initiative, thus cooperating in the process of textbooks production/updating and distributing them to their students. Specifically, individual subject teachers from different schools work together to produce and update a common textbook which is then available to all schools in the network.

3.7.2 Open Educational Resource Model (Bookinprogress)

Now Bookinprogress is based on a network of 800 teachers who create common books in several subjects (Italian language, history, geography, chemistry, English, physics etc.) which are then printed in the different schools adhering to the network. The books are then given for a rather low price to students and can be also distributed in digital version (pdf).

Bookinprogress involves school leaders and teachers from the schools which are member of the networks. Specifically, a total of 70 schools and around 800 teachers are currently involved in the initiative.

Bookinprogress operates in the school sector, namely at secondary level. So far, the initiative has focused on producing textbooks for the first two years of secondary education (the so-called *biennio*), which in Italy corresponds to the completion of compulsory schooling. In the future, it might be considered to cover also the following three years which lead to completion of secondary education.

Bookinprogress involves *Licei*, Technical and Vocational schools and covers several subjects, including Italian language, History, Geography, Sciences, Chemistry, English, Physics, Law and Economics, Maths and informatics, Technology and Design, etc..

The community produces textbooks in several subjects for the first two school years of *licei*, technical and vocational schools.

So far, the work concentrates mainly around the development of a textbook in each department; though there is an observable trend towards the development of complementary material on the part of teachers (such as multi-media for IWB etc.). It is thus not excluded that the range of material shared and jointly developed in the future can further differentiate.

Textbooks produced within the community are distributed only to schools which are members of the Bookinprogress network. Originally, printing was centrally done by the leading school. Now Bookinprogress' schools can access the online pdf version of the textbooks and print out the necessary number of copies for their students or distribute the pdf version.

3.7.3 Organisational model

As explained below – the community is divided into "departments" which correspond to specific subjects for which textbooks are created and shared within the network. Individual subject teachers are thus affiliated to their corresponding departments where they can contribute to the definition, modification and updating of the textbooks (although the main "authoring" work is usually carried out by a core group of three-four teachers). Teachers are thus the real backbone of the community. For each department, a few key teachers - including the coordinator - are those who concretely authorize the book and define the quality standards and improvement strategies. Participation is thus differentiated: while some teachers can be highly active, other can be rather passive and keeping an "observing" position.

School leaders are those who decide to bring the school in the community and thus take part in bi-annual meetings dealing with overall network coordination and strategy/priorities definition, as well as organizational and juridical aspects.

Students (and families) are the final beneficiaries of the initiative, as they benefit from far cheaper books and in many cases can also be provided with a digital pdf version. They do play however a role in the network, as their own feedback on the quality, relevance, accessibility and usefulness of the textbook are systematically collected by teachers and used to improve and update subsequent version of the same textbook.

The community – which works on a common platform - is structured around subject departments, where subject teachers from different schools work together to produce and update textbooks. Once a school enters the network, individual teachers can sign up for their department and start collaborating with their peers.

Departments are rather autonomous in their work and have their own national coordinator who acts also as moderator. However, departments cooperate and meet regularly - through school leaders and under the guidance of the national Bookinprogress coordinator - to share and discuss organizational and juridical aspects as well as to define strategic priorities (now for instance, the community is focusing on the priority of accessibility, i.e. for SNE?).

At department level, Bookinprogress works through the online platform and the mailing list. Teachers need to be accredited on the platform and can then observe the work in progress, provide feedback (comments to uploaded doc, messaged, forum, mailing lists) and upload files. The working method is collaborative, though the process goes though *pdf* uploading and not through wiki editing.

3.7.4 Sustainability of the Bookinprogress initiative

Bookinprogress originates from the initiative of the school in Brindisi and its school leader, Salvatore Giuliano. It has then enlarged to a growing number of schools and has received the patronage of the *Presidenza della Repubblica*. As can be seen it its website, Bookinprogress enjoys a set of patronages which do not correspond however to any financial sponsorship. These include:

- The Regional School office of the Puglia Region (Basically the representation of the Italian government authority at regional level)
- Several consumers associations
- Not for profit association supporting school innovation
- Parents association

The initiative is therefore self-sustained, thanks to a registration fee paid by each school (500€) and a small amount charged to the students beyond printing costs when selling them the book (around 2, 5 €). Teachers working on authoring the books get usually a financial incentive and are supported to participate in the network initiatives (i.e. meetings) by their own school, depending on its financial capacity (i.e. its own access to local public financial patronage etc.). This turns therefore in a rather uneven distribution of resources within the network and among participants.

3.7.5 How to get things done: Learning and sharing expertise within the Bookinprogress imitative

The platform is focused on the production of textbooks. However, the debate is lively within the network and awareness exists. The coordinators of the initiatives know what OER are and their status of development in policy and practice in Italy. They define themselves as a closed community which is however open inside. Resources produced are open in the sense that they can evolve and be modified through discussion and agreement. So far this translated into a centralized process of amendment, but the issue is under discussion.

Copyright issues are also an object of debate as intellectual property is a sensitive area in Italy (see Italian report on OER). CC licence has not been adopted on purpose, as the coordinators want to ensure traceability of any modification and ensure Bookinprogress intellectual property (also towards publishing companies).

3.8 The BcCampus case study

Schreurs Bieke and Rory McGreal

3.8.1 Short description case study

The information for 1.1 short description was primarily compiled from information available on the BCcampus Website: http://www.bccampus.ca and a short case-study template exercise conducted by Prof. McGreal.

The list of anchor partners can be found here: http://wikieducator.org/OERu/Home

BCcampus is a publicly funded organization that aims to bring together B.C.'s post-secondary system and make higher education available to everyone, through the use of collaborative information technology services. BCcampus was established in 2002 by the provincial government to provide British Columbia learners, educators and administrators with a web-based portal to online learning programs and services across the B.C. post-secondary system. For ten years BCcampus administered an online program development fund (OPDF), which in 2012-13 has been re-purposed into Canada's first publicly-funded open textbook development project. It also explores and develops shared services, facilitates the distribution of best practice knowledge, provides professional development and training, and manages a collection of shareable online instructional resources and tools for educators.

Aim and goal

BCcampus brings together existing online resources to ensure maximum convenience and value for publicly funded online education services. It fosters collaborative design and engineering of new courses, services, and tools to reduce duplication and incorporate best practices into online instruction. And, it ensures that educators have the systemic support resources they need to provide quality online instruction.

3.8.2 Organisational model

BCcampus is a systemic entity, a meta-level service provider that works across the post-secondary institutions of B.C. Its mission has been to achieve synergies through collaborative, multi-institutional activities that benefit students, institutions, instructors and staff across the British Columbia post-secondary system. These strategies align with systemic priorities and emerging needs.

The B.C. government provides financial support for BCcampus, and its mandate is to support post-secondary institutions in the effective use of technology for learning.

BCcampus' three lines of business reflect the areas of influence in which the organization can play a leadership role in the context of higher education in British Columbia:

• Student services and data exchange: In its Student Services and Data exchange services, BCcampus is expanding and renewing key information infrastructure of value to the B.C.

educational system. Specifically, it is federating common online student services and facilitating open data exchange and reporting.

• Collaborative programs and shared services: In Collaborative Programs and Shared Services, BCcampus is creating synergies and reducing costs through online collaborative programs and shared educational services supportive of institutional needs using a business model approach; increasing the number of online "tools," web conferencing systems, LMS, and library services. This includes video hosting, curriculum management and tutoring systems.

• Curriculum services and applied research: In Curriculum Services and Applied Research, BCcampus is contributing the development of an open future for teaching practices and educational resources; developing and sharing educational resources and expertise by promoting open and accessible networks and educational practice models. Wherever possible the use of OER and open applications are encouraged, particularly through a major collaborative project in open textbook adoption, adaptation and creation.

Who is involved (teachers, students, etc) and if possible who are known key players?

Post-secondary administrators, faculty, instructional designers, educational technology specialists, information technology professionals, students and instructors are involved. The key players are the staff of BCcampus along with their campus contacts. Staff descriptions are available at http://www.bccampus.ca/who-we-are/

What has it produced and how is this disseminated?

Student services: ApplyBC (application service), CoursesBC (online course directory), MyCredits BC (unofficial transcript reporting), Transcript Exchange (official electronic transcript service); federating common online student services and facilitating open data exchange and reporting.

Shared Services: web conferencing, LMS and library services. Also video hosting, curriculum management and tutoring systems. Wherever possible the use of OER and open applications are encouraged.

Collaborative Programs: BCcampus and partner institutions work collaboratively to deliver online programs of study. These programs integrate educational technology so that students may take online courses and programs from many institutions even though they receive a credential from a single institution.

In Curriculum Services and Applied Research, BCcampus is building an open future for teaching practices and educational resources; developing and sharing educational resources and expertise by promoting open and accessible networks and educational practice models.

Information produced by BCcampus is made freely available on their website and is contained in annual reports and strategic plans. This is complemented by on site and online speaking engagements and collaborative workshops.

Communication
Dissemination and collaborative activities are conducted face-to-face and online using the technologies. This includes online video conferences, discussion groups and workshops.

How many members does the CoP have (approximately)?

BCcampus works with all the post-secondary institutions in B.C. (currently 25) and one college in the Yukon Territory.

To what extent is their communication accessible for research (for both structural interaction analysis and its content)?

BCcampus is an open institution that makes communication for research accessible through its website and through collaborations with researchers. Specifically, BCcampus maintains an Open Educational Resource repository: solr.bccampus.ca.

Are there known topics on OER within the CoP that generate lots of communication and activity (please provide pointers)?

BCcampus has taken the lead in Canada, working with the BC government it has committed to use 40 open textbooks at the post-secondary level.

See:
http://www.bccampus.ca/bccampus-to-co-ordinate-provincial-open-textbook-project/
http://www2.news.gov.bc.ca/news_releases_2009-2013/2012AEIT0010-001581.htm
http://creativecommons.org/weblog/entry/34566

3.8.3 Driving forces behind the BCcampus initiative

The research conducted within the frame of the POERUP Project focused on what are the driving forces of OER initiatives to get them going and establishing a strong and sustainable network. For each case-study we investigated four domains needed to have a strong network of practice. Here we summarize the results for the BCcampus initiative. These results are based on four interviews conducted with employees from BCcampus and institutional members, all working for the Open Textbook initiative (Open Education Team).

3.8.3a Shared domain

BCcampus aims to bring together B.C.'s post-secondary system and make higher education available to everyone. So there is a sense of common purpose, but each subgroup has a smaller common purpose that binds them together. BCcampus is a network, with offshoots that can develop into communities. We can distinguish three subdomains: Student services and data exchange, Open education and Curriculum services and applied research. Next to these three domains, BCcampus has an important role to inform the government and at the same time, inform partner institutions about the political agenda of the Government. BCcampus helps to crystallise for the partner institutions what the political goals are. Within the POERUP project we have investigated the network behind the Open Education initiative.

3.8.3b Shared Identity

To gain a shared framework of values it is important to have a shared identity within the network (Wenger, 1998). The interview results show that the participants see BCcampus network as open, diverse and established. There is no hierarchy in the open network, people work together in co-creation and share knowledge on an equal basis. Within and amongst the partner institutions there is some hierarchy. The bigger institutions are more closely related to the core work of the community then the smaller institutions.

Although people work together in an open and collaborative sphere interviewees state that there is not yet a shared identity amongst the partners. The hierarchical sphere within the partnership makes it difficult for smaller institutions to share their local issues with the overall partnership and therefor limits their ability to create a shared identity within the overall partnership.

The shared identity is more embedded within different and smaller communities that are part of the Open Education initiative. These communities already exist for a longer time. The interviewees mentioned ETUG as an important community. The Open text book initiative supports these smaller communities and invests in them. Face-to-face workshops are organized e.g. to help to establish a shared identity and even a shared history together.

3.8.3c Shared practice

The dimension *practice* refers to the extent to which the group knowledge is integrated in day-to-day activities and the extent to which the group shows permanent rather than temporarily activities. BCcampus can be characterized by a support driven approach, with a focus on creating and sharing knowledge. The open textbook initiative as part of BCcampus sees librarians from different institutions working together on knowledge about open textbooks, copyright issues and sustainability of educational materials. They organize workshops around the topic and share their knowledge and expertise with the partner institutions about copyright and educational technologies in general. There is a lot of expertise available within the Open Education team. This expertise makes it possible to answer to the local problems of the institutions. Although the interviewee from a smaller college says that is it difficult in larger partnership with big universities and smaller colleges to put the local issues of the smaller institutions on the general agenda of the initiative. They also try to bind partner institutions to help each other in their efforts to develop open text books. Next to the shared practice with the institutional partners, they also share their knowledge with the Government. The staff of the Open education initiative itself works almost full time for the project. Within the partner institutions the implementation of open textbooks and creating e-learning strategies in general is also part of their daily activities, but direct work related to BCcampus is limited to visiting workshops and organizing meetings with the staff of BCcampus. Concerning the copyright issues involved with open textbooks, Creative Commons Licenses play an important role in creating awareness about

open licence. Within the initiative the librarians, both within the initiative itself and within the institutions play an important role.

3.8.3d Organisation

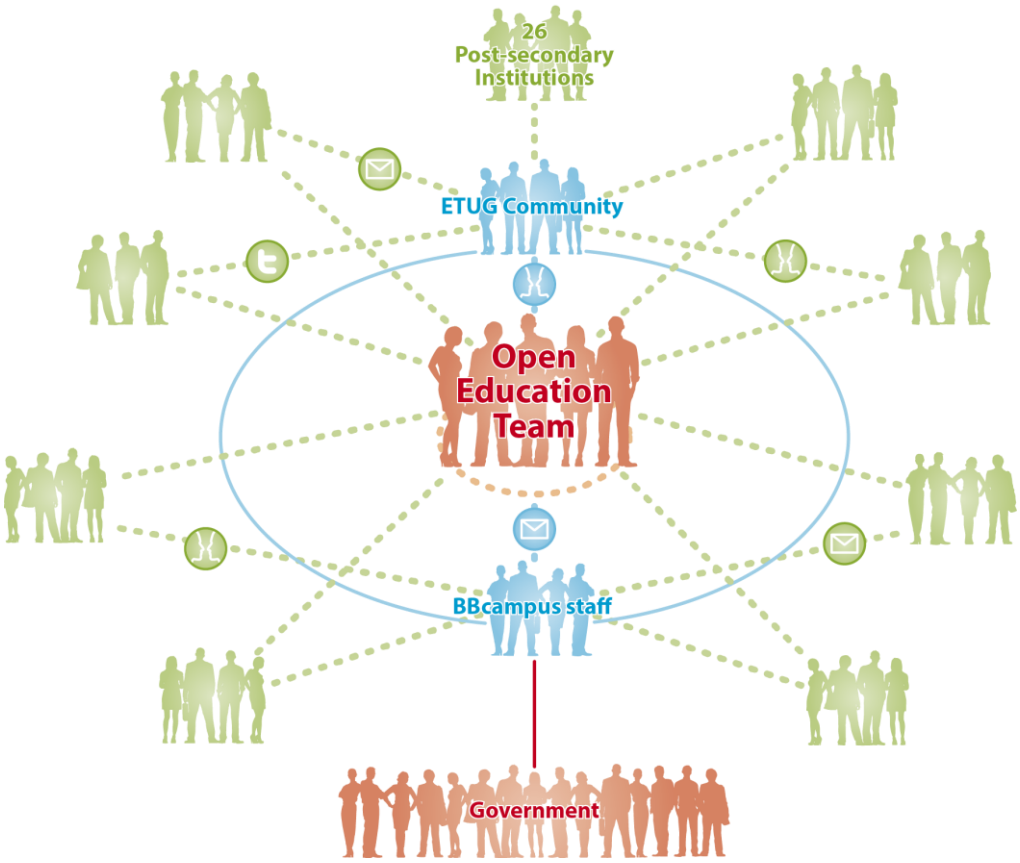
BCcampus Open Education is a complex organization with diversity in forms of networks, (older) communities and smaller teams. The link to regional politics defines the larger agenda and purpose of the overall network - in this case development of OER. Most exchange and work happens within the core group of the Open education team and the older communities. Despite the national or regional origin, the institutional teams and communities often deal with local issues: specific aspects of education or technology applied. When the group transcends this kind of local problems, global issues get to the center of attention, BCcampus where improving accessibility of education is the purpose of the initiative.

BCCampus also supports smaller and older communities like ETUG. Within these smaller communities there is the actual creating and sharing of new knowledge about educational technologies and open textbooks, there is a collaborative atmosphere, often extending beyond the community itself.

> *'ETUG is a social bunch that get together for instance to make music. This strengthens the community. During informal meetings experiences are shared. There is a lot of work virtually, so the face to face events add to the community feeling and shared history.'*

Within ETUG there are a couple of central actors that either set things in motion or kept the energy in the community high (by e.g. organizing events). ETUG is also financially supported by BCcampus.

The Social Configuration of the BCcampus



3.8.4 How to get things done: learning and sharing expertise within the BCcampus network

Most learning happens in the smaller and older communities. The members of the ETUG community are informally bound by what they do together and by what they have learned through their mutual engagement in the community. The participants reported a strong identity around a common agenda or area for learning. In this way, shared learning and interest of the members, together with a shared social and historical context keep the community together. ETUG is also called an idea incubator and gives a lot of inspiration. If we look at technology used to support learning we see a hybrid concept that happens both online and offline. Interesting to see is that within the ETUG community practitioners use a lot of Twitter to stay up to date with each other's works, in addition to regular face-to-face meetings.

Participants in teams within institutions learn predominantly from each other in face-to-face meetings. These meetings are sometimes held by using web conferencing tools.

To learn from the Open education team, people use mostly one to one mailings to ask for specific expertise based on their local problems. There is a lot of expertise available in the

core team, based on the diversity of the team, which makes it possible for them to answer local problems and to share innovative ideas and scientific knowledge on both copyright issues as on the technological part. The Open education team tries actively to connect professionals from different institutions to learn from each other.

Due to the close link to the government institutional partners learn through the Open Education team about the political agenda and the priorities set by the regional government. This give them ammunition to implement open textbooks within their own institution and helps them to set up an e-learning agenda.

3.8.5 Conclusion BCcampus

By analysing the social configuration of the BCcampus community as a case study we see that within one community, different social organisations are embedded (institutional teams - core community ETUG and the Open Education team with links to the partner institutions) with different roles, goals and learning platforms. Although the configuration includes different practices and interactional repertoires, network activities take place at all levels within the network. This could be explained by the shared domain and shared identity of the Driving ETUG community, which is facilitated by (but also allows the maintenance of) close and personal learning relationships amongst the members. Additionally, the fact that the sharing of knowledge is well embedded within the institutional teams and that there is an active project coordinator in the role of a network hub adds to the functionality of this OER network. This analysis indicates that, through the investigation of the social configuration of an initiative, valuable insights can be gained into why learning activities about the use of OER are taking place. BCcampus already exists a long time but we see that even the older communities with personal and strong relations are the driving forces behind these initiatives.

The sustainability of BCcampus is supported through:

BCcampus is funded by the B.C. government. The Open textbook initiative has granted a separate funding to produce open textbooks, from scratch or adaptations from existing text books.

Investment is the community is seen as important. They invest in the older communities as the overall BCcampus networks' sustainability is embedded within the older communities like ETUG that supports BCcampus. They invest around 100.000 Canadian Dollars in sustaining the community. They organize face-to face workshops and events e.g. Within the overall network bigger institutions invest more and share with smaller institutions. The partners aim to use the open textbooks to support students who are less able to pay for their studies and as a teaser for new students. Most probably they will not opt for a complete open textbook approach.

Driving forces:

1. A shared domain and shared identity serves as a solid ground for learning and sharing expertise within the BCcampus Network
2. A strong community of like-minded people helps to bind people within the BCcampus project
3. A lot of expertise within the core Open education team makes it possible to answer to local problems within the partner institution
4. A strong core team drives the Open textbook initiative
5. Institutions do not work together intensively but the Open education team tries to actively link institutions to generate more collaboration.

3.8.6 Barriers

Time constraint

Only 7 people participated in the survey, the only barrier mentioned was time, and one respondent said that the colleagues were a bit reluctant to use open textbooks.

See at

http://www.europarl.europa.eu/sides/getDoc.do?type=REPORT&mode=XML&reference=A7-2014-0249&language=EN#title3 for more detailed policy advice.

4 The overall analysis of all case studies and results

See: *"An investigation into social learning in open networks of practice by practitioners in OER initiatives'' (Schreurs, van den Beemt, Prinsen, Witthaus, Conole and de Laat, 2014). Published in IRRODL in Open Access at:* *http://www.irrodl.org/index.php/irrodl/article/view/1905/3047*

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