

Value, quality and use of OER

– preliminary results of an empirical study in animal and food science

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GO-GN PhD candidate

The standard believes and wishes



The standard treatment of animals



Towards a mutual view on animal welfare

Towards a mutual view on animal welfare



Producer views

Towards a mutual view on animal welfare



Producer views



Non-producer views

Towards a mutual view on animal welfare

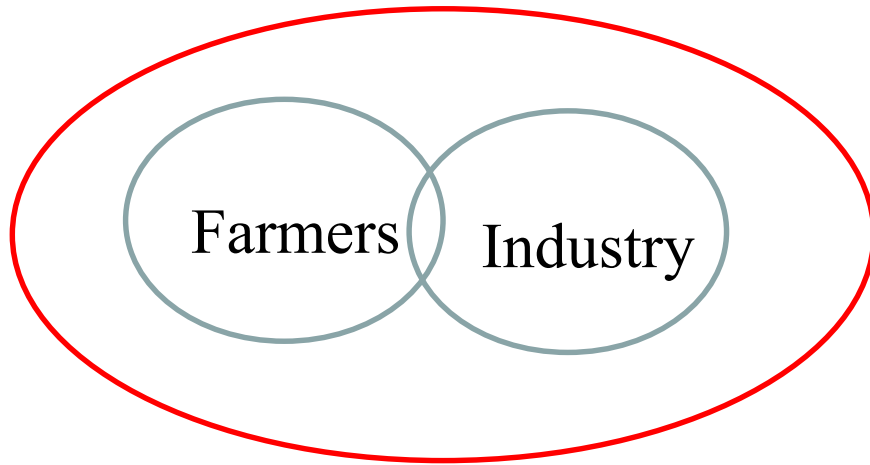


Producer views



Non-producer views

Towards a mutual view on animal welfare

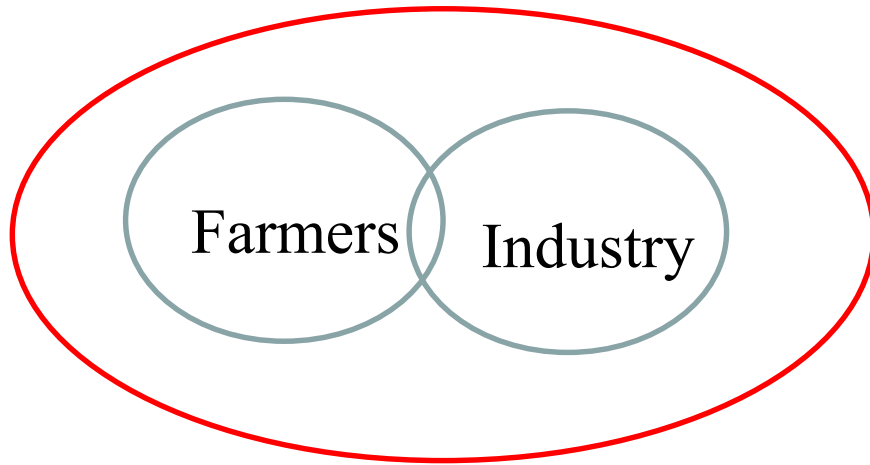


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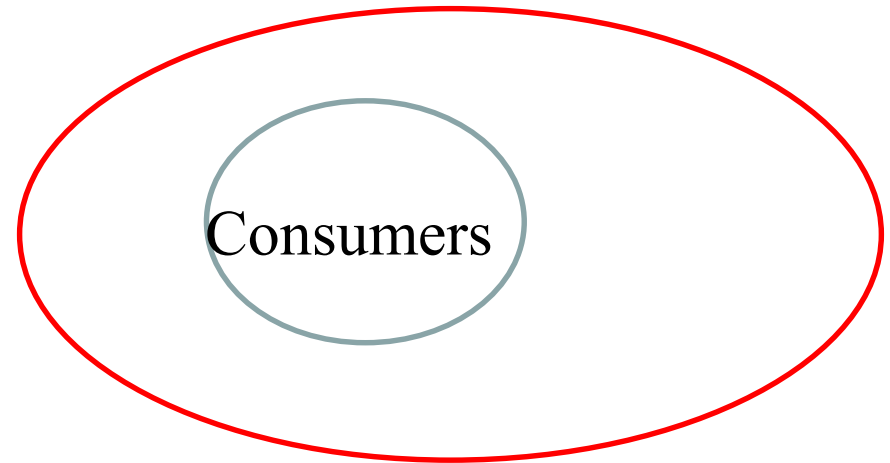


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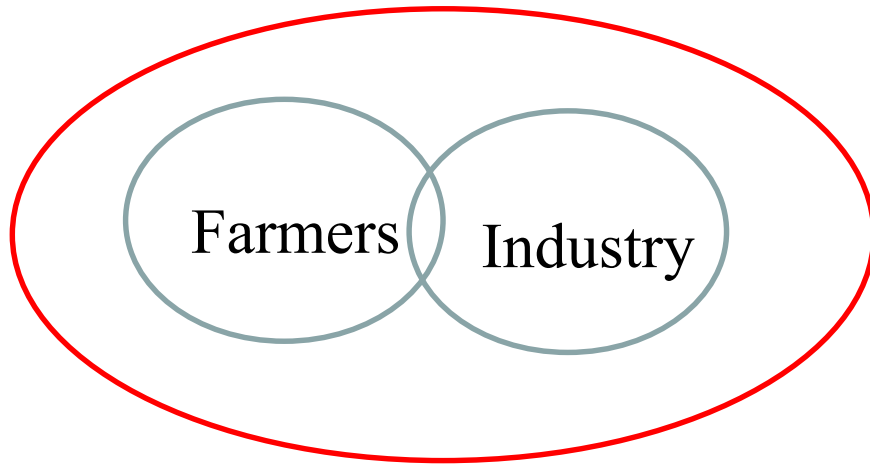


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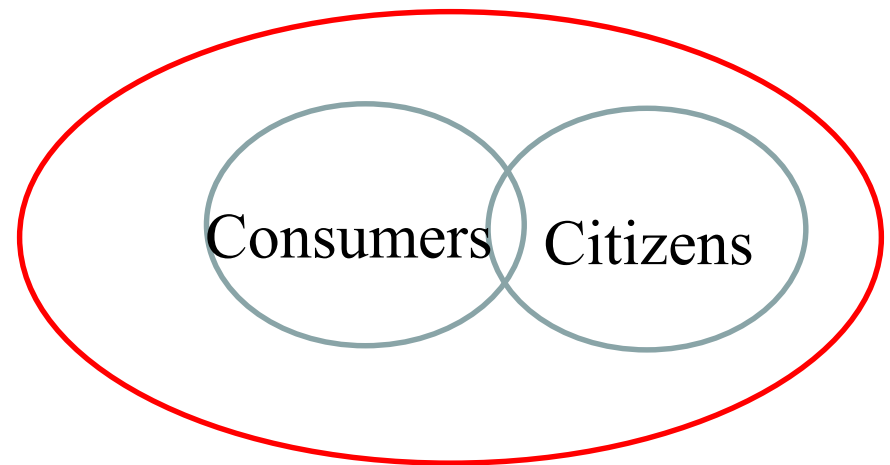


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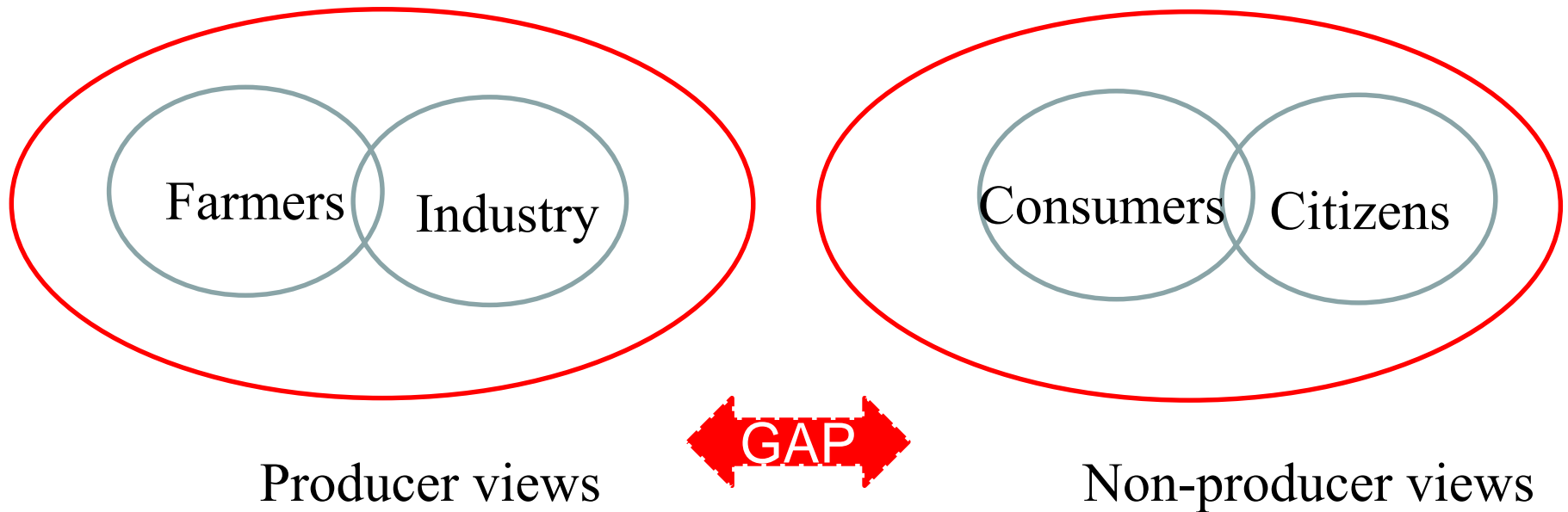


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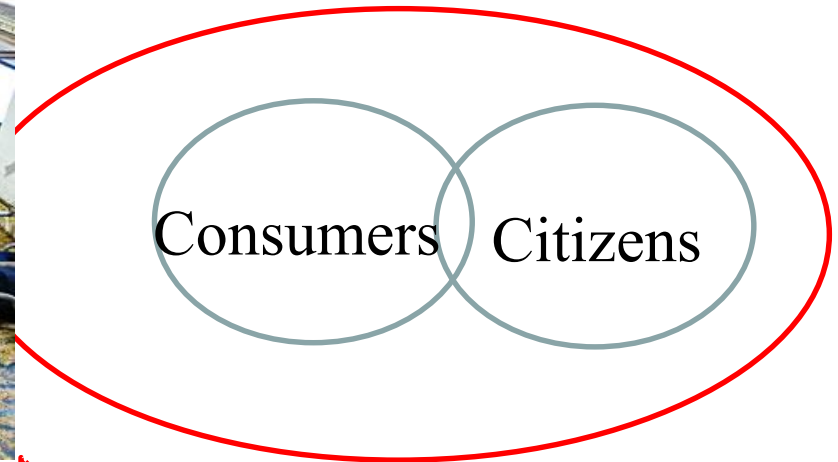
Towards a mutual view on animal welfare



Towards a mutual view on animal welfare



Producer views



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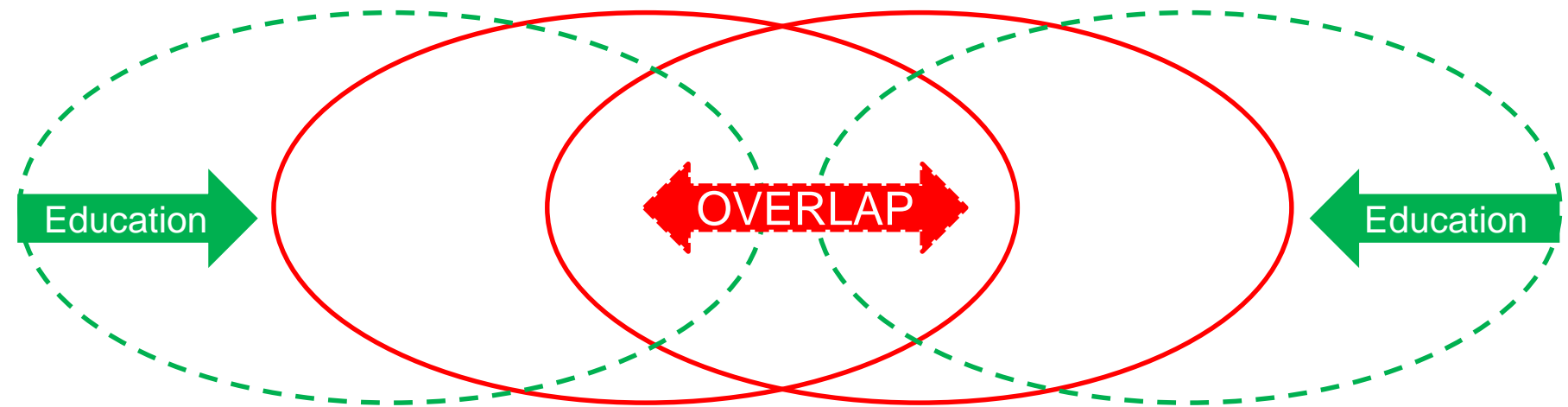


Producer views



Non-producer views

Effect of education



Producer views Non-producer views

Knowledge gap affected by

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- Achieved scientific understanding (Broom, 2005)

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- Increased and intensified global production (Fraser, 2008)

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- Increased and intensified global production (Fraser, 2008)
- Reduced number of people living close to farm animals (Israelsson, 2005)
- Enhanced concern in society (Eurobarometer, 2007)
- Increased incidence of regulations and standards for knowledge at all levels (EC, 2012)

Knowledge gap affected by



Internet and Animal welfare

Internet and Animal welfare

- Science and values

Internet and Animal welfare

- Science and values
- Media carrying information

Internet and Animal welfare

- Science and values
- Media carrying information
- Impact - Change in attitude

Internet and Animal welfare

- Science and values
- Media carrying information
- Impact - Change in attitude
- Participatory cultures, and social media

Internet and Animal welfare



New EU initiatives for opening up education in animal welfare

New EU initiatives for opening up education in animal welfare

ISSN 1725-2423

Official Journal of the European Union

C 306

Volume 50

English edition

Information and Notices

17 December 2007

Notice No

Contents

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2007/C 306/01

Treaty of Lisbon amending the Treaty on European Union and the Treaty establishing the European Community, signed at Lisbon, 13 December 2007

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ISSN 1725-2423

1.1.2. Article 13

Article 13 can be found in Title II of the Treaty under "Provisions having General Application", and states that: *"In formulating and implementing the Union's agriculture, fisheries, transport, internal market, research and technological development and space policies, the Union and the Member States shall, since animals are sentient beings, pay full regard to the welfare requirements of animals, while respecting the legislative or administrative provisions and customs of the Member States relating in particular to religious rites, cultural traditions and regional heritage"* (EC, 2007:1).

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New EU initiatives for opening up education



EUROPEAN COMMISSION

Brussels, 15.2.2012
COM(2012) 6 final/2

Corrigendum

Annule et remplace le COM(2012) 6 final du 19 janvier 2012

Concerne toutes les versions linguistiques

Suppression de la footnote 29 et remplacement de l'annexe de l'acte approuvé

**COMMUNICATION FROM THE COMMISSION TO THE EUROPEAN
PARLIAMENT, THE COUNCIL AND THE EUROPEAN ECONOMIC AND SOCIAL
COMMITTEE**

on the European Union Strategy for the Protection and Welfare of Animals 2012-2015

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New EU initiatives for opening up education



EUROPEAN COMMISSION



EUROPEAN
COMMISSION

Brussels, 25.9.2013
COM(2013) 654 final

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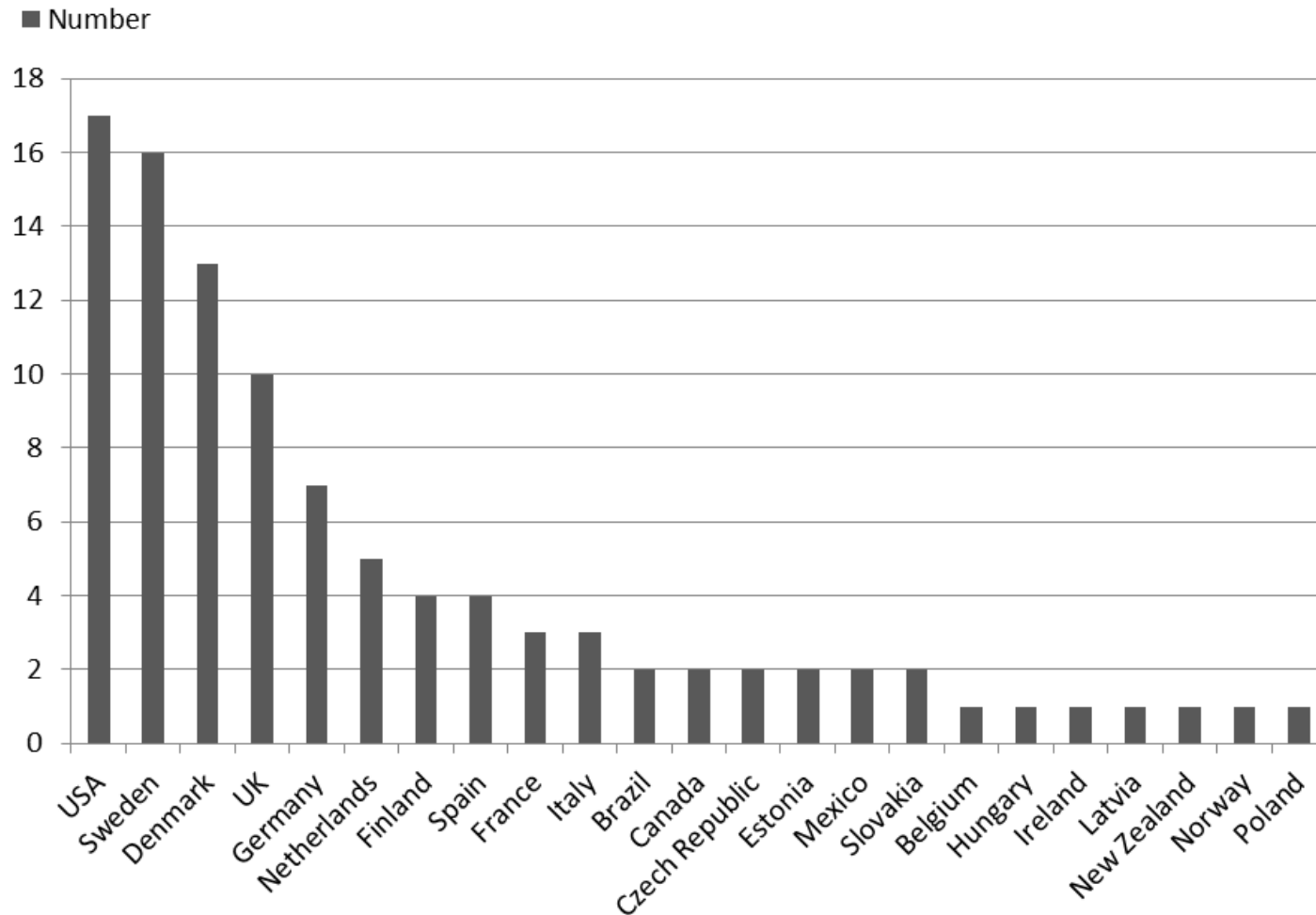
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Survey on OER



Survey on OER

	Percentage (%)				Missing (N)
Gender	Men (57)		Women (43)		0
Culture	Nordic (34)	USA (17)	Anglo-Saxon (14)	Other (35)	0
Organisation	Governmental authority (e.g. university) (72)		Other (28) ^A		0
Type of position	Teacher (62)	Researcher (20)		Other (18) ^B	0
Teaching subject	Animal welfare (30)		Other (70)		0
Use Internet	Yes (67)		No (33)		0
Use e- learning resources	Yes (39)		No (61)		0
Involved in development of OER	Yes (33)		No (67)		15
Use OER the past academic year	Yes (46)		No (54)		25
Adapt the OER before use	Yes (33)		No (67)		28 ^C
Encourage students to adapt	Yes (50)		No (50)		65 ^D

Value - Incentives

Personal incentives for using OER in descending order		Mean score and stdev
1	It is a good complement to my own teaching	1.70±0.79
2	It is a way to utilize the expertise of the research community in my courses	1.72±0.71
3	It is a way to stimulate improvement, innovation and reuse in my institution	1.89±0.90
4	My students like digital resources	1.89±0.81
5	It is a way for me to collaborate with peers	2.06±0.83
6	It is a way to attract more students to my courses	2.19±1.08
7	It is a way to make my teaching more research-based	2.30±1.05
8	It reduces cost for my institution (because I don't have to develop it myself)	2.41±1.11
9	I would not be able to develop such a resource	2.49±1.07
10	I would not have time to develop such a resource	2.50±1.00
11	I don't have any incentives for using OER	3.32±1.06

Value - Benefits

Benefits at general level of using OER in descending order		Mean score and stdev
1	It's a way to promote lifelong learning (LLL)	1.39±0.70
2	Education should be free for everybody (question of democracy)	1.60±0.87
3	It is a way to utilize a collective expertise	1.63±0.70
4	It is a way to collaborate with peers	1.65±0.72
5	It is a way to stimulate institutional improvement, innovation and reuse	1.77±0.81
6	It is a way to attract more students	1.79±0.85
7	Students like digital resources	1.79±0.79
8	It is a way to conduct fast and global research dissemination	1.84±0.95
9	It is a way to conduct cheap research dissemination	2.11±1.03
10	It is a way to leverage on taxpayers' money	2.12±0.90
11	It is not worth the effort to keep the resource closed	2.41±1.08

Value - Barriers

Personal barriers for using OER in descending order		Mean score and stdev
1	I don't know how to handle copy-right issues	2.61±1.06
2	I can't be sure of the quality	2.64±0.90
3	I can't be sure of the accuracy	2.65±0.89
4	I can't be sure how current the information is	2.72±0.89
5	I would need training in how to use the OER	2.84±1.08
6	It is not a sustainable alternative for my teaching	3.13±1.10
7	I would rather use material developed in my own culture	3.27±0.96
8	I can't meet the authors personally	3.31±0.91
9	I don't know how to adapt it to my target group	3.35±0.88
10	I don't know how to adapt it to my model of teaching	3.36±0.86
11	I don't know where to find international material	3.44±0.81
12	I can't use English material because my students find it hard to read English	3.44±0.96

Value - Problems

Problems at general level of using OER in descending order		Mean score and stdev
1	The copy-right issues are unclear	2.21±1.06
2	It is difficult to assess if the quality is good	2.24±0.93
3	It is difficult to assess how current the information is	2.33±0.89
4	It is open for everybody to modify which will affect the accuracy	2.36±1.03
5	It is difficult to adapt to a specific target group	2.67±1.05
6	It is difficult to adapt to a specific model of teaching	2.90±0.91
7	It is a competitor to regular education	3.14±1.00
8	It is not a sustainable alternative	3.18±1.01
9	It is a fad that will die soon	3.73±0.64

Factor analysis - Benefits

	Components			
	1	2	3	4
Education free (democracy)	,715	-,069	-,031	,226
Leverage on taxpayers money	,133	-,117	-,076	-,528
Promote lifelong learning	,013	-,179	,651	,321
Attract more students	,124	,194	,824	-,031
Students like digital resources	-,046	,574	,599	,080
Utilize a collective expertise	,168	,861	,000	-,021
Collaborate with peers	,031	,825	,092	,284
Stimulate institutional improvement	,160	,486	,086	,651
Conduct cheap research dissemination	,871	,083	,108	-,028
Conduct fast and global dissemination	,826	,254	,048	-,056
Not worth effort to keep resource closed	,417	-,067	,110	,742

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Factor 1 =
Altruism?



Factor analysis - Benefits

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Factor 2=
Development
perspective?



Factor analysis - Benefits

	Components		
	1	2	3
Education free (democracy)	,715	-,069	-,031
Leverage on taxpayers money	,133	-,117	-,076
Promote lifelong learning	,013	-,179	,651
Attract more students	,124	,194	,824
Students like digital resources	-,046	,574	,599
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Stimulate institutional improvement	,160	,486	,086
Conduct cheap research dissemination	,871	,083	,108
Conduct fast and global dissemination	,826	,254	,048
Not worth effort to keep resource closed	,417	-,067	,110

Factor 3=
Use
perspec-
tive?



Factor analysis - Benefits

	Components	
Education free (democracy)		,226
Leverage on taxpayers money		-,528
Promote lifelong learning		,321
Attract more students		-,031
Students like digital resources		,080
Utilize a collective expertise		-,021
Collaborate with peers		,284
Stimulate institutional improvement		,651
Conduct cheap research dissemination		-,028
Conduct fast and global dissemination		-,056
Not worth effort to keep resource closed		,742

Factor 4=
Institutional
perspective?

Factor analysis - Benefits

	Components			
	1	2	3	4
Education free (democracy)	,715	-,069	-,031	,226
Leverage on taxpayers money	,133	-,117	-,076	-,528
Promote lifelong learning	,013	-,179	,651	,321
Attract more students	,124	,194	,824	-,031
Students like digital resources	-,046	,574	,599	,080

Altruism – gender differences – females more altruistic ($p < 0.05$)

Quality assessment

	Ticked	Not ticked	Missing
Peer review	55 (73.3)	20 (26.7)	26
Quality assessment by an independent org.	25 (33.8)	49 (66.2)	27
Accreditation	22 (29.7)	52 (70.3)	27
User recommendation	22 (29.7)	52 (70.3)	27
Benchmarking	9 (12.2)	65 (87.8)	27
Ranking	7 (9.5)	67 (90.5)	27
Other	1 (1.4)	73 (98.6)	27

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Benchmarking	9 (12.2)	65 (87.8)	27
Ranking	7 (9.5)	67 (90.5)	27
Other	1 (1.4)	73 (98.6)	27

33% wanted a quality assessment based solely on peer review
43% wanted a combination of peer review and other approaches

Quality – allowing students to modify

	Ticked	Not ticked	Missing
Unacceptable	9 (12.0)	66 (88.0)	26
Risky	37 (49.3)	38 (50.7)	26
Should be overlooked by faculty	26 (34.7)	49 (65.3)	26
Of high importance for student engagement	19 (25.3)	56 (74.7)	26
Not a big issue	9 (12.0)	66 (88.0)	26
Other	4 (5.3)	71 (94.7)	26

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Of high importance for student engagement	19 (25.3)	56 (74.7)	26
Not a big issue	9 (12.0)	66 (88.0)	26
Other	4 (5.3)	71 (94.7)	26

Teachers in animal welfare compared to others believe that allowing students to modify is:

- not a big issue ($p < 0.001$)
- not risky ($p < 0.05$)
- important for engagement ($p < 0.05$)

Differences - gender

	Female	Male	P-Value
Have used OER the past academic year	0.60±0.08	0.34±0.08	=0.024
Arrange varied and flexible teaching methods using different learning resources	0.61±0.07	0.31±0.06	=0.009
Arrange assessment of students achievement for progressively building up competence and critical thinking	0.45±0.08	0.26±0.06	=0.045
Arrange activities of societal relevance	0.34±0.07	0.07±0.03	=0.001
Use Internet	0.80±0.06	0.58±0.06	=0.021
Use e-learning	0.52±0.08	0.28±0.06	=0.013
Use flexible teaching model	0.57±0.08	0.35±0.06	=0.029

Differences - position

	Teacher	Researcher	Other	P-Value
Peer review	0.76±0.06	0.87±0.09	0.40±0.16	=0.027*
QA include societal aspects	0.16±0.05	0.47±0.13	0.20±0.13	=0.044*
Arrange group activities	0.86±0.04	0.65±0.11	0.61±0.12	=0.031*
Arrange PBL	0.59±0.06	0.10±0.07	0.11±0.07	=0.000
Arrange interaction	0.51±0.06	0.15±0.08	0.44±0.12	=0.018
Use guest lectures	0.62±0.06	0.30±0.11	0.33±0.11	=0.013

Differences - subject

	Sub-network (teaching AW)	Other teachers (not teaching AW)	P-Value
Arranging PBL	0.60±0.09	0.32±0.06	=0.010
Arranging activities of societal relevance	0.37±0.09	0.11±0.04	=0.003
Use videos	0.80±0.07	0.38±0.06	=0.000
Using guest lectures	0.67±0.09	0.44±0.06	=0.035

**Preliminary results from this
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- Altruism and inclusiveness are important incentives/benefits (Van Acker et al., 2013)

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- OER trend will increase because of passion based/niche communities (Petrides et al., 2008)
- Quality assurance systems are necessary and scientist believe in peer review (Smith, 2006)
- Accuracy versus legitimacy (Gibbons et al., 1994; Sheppard & Cizek, 2009)

Thank you for listening!



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