



# OER Impact: Collaboration, Evidence, Synthesis

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The Open University



# Structure

OER Research Hub

Collaborative Research

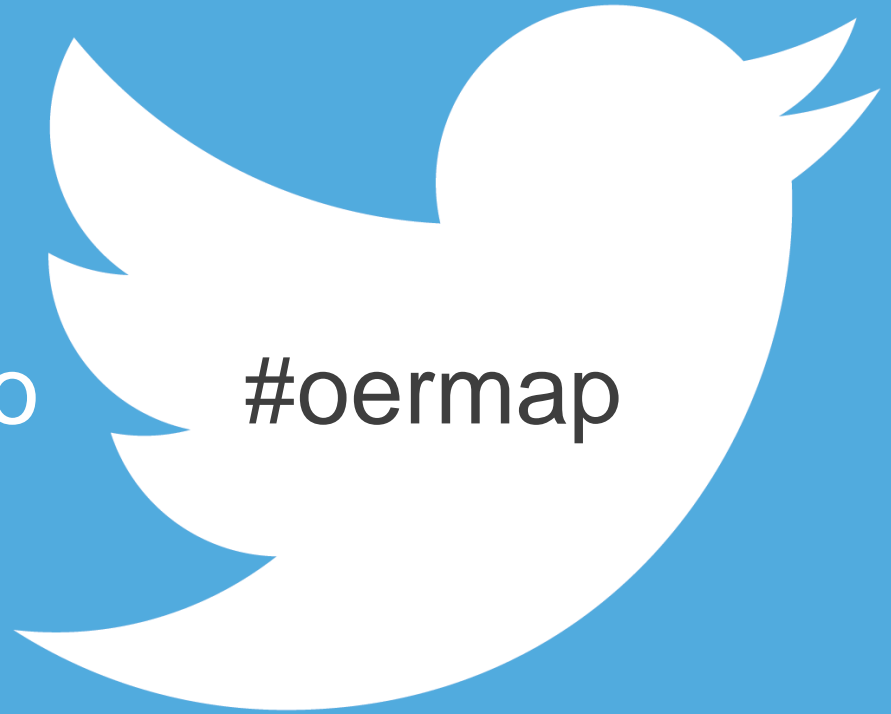
Evidence Model

Synthesis: Mapping and Curation

OER Impact Map

please tweet to

#oermap



# OER Research Hub



- Research project at The Open University (UK)
- Funded by William & Flora Hewlett Foundation for two years
- Research team led by two professors
- Tasked with building the most comprehensive picture of OER impact
- Organised by eleven research hypotheses
- Collaboration model works across different educational sectors
- Global reach but with a USA focus



[oerresearchhub.org](https://oerresearchhub.org)  
[#oerrhub](https://twitter.com/oerrhub)

# Rationale



- Consolidatory phase for OER movement after years of investment and piloting
- The need for an evidence base: advocacy, strategy, policymaking
- Lack of robust evidence for OER impact
- The evidence 'problem' in OER impact research
- Isolated 'pockets of innovation'
- No agreement over best methods for impact comparison
- Compare diverse experiences to assess the influence of 'open'
- Mixed methods data from experimental + non-experimental research

Collaboration

Developing an ecology of sharing



**OPEN** COURSE LIBRARY  
download.remix.teach

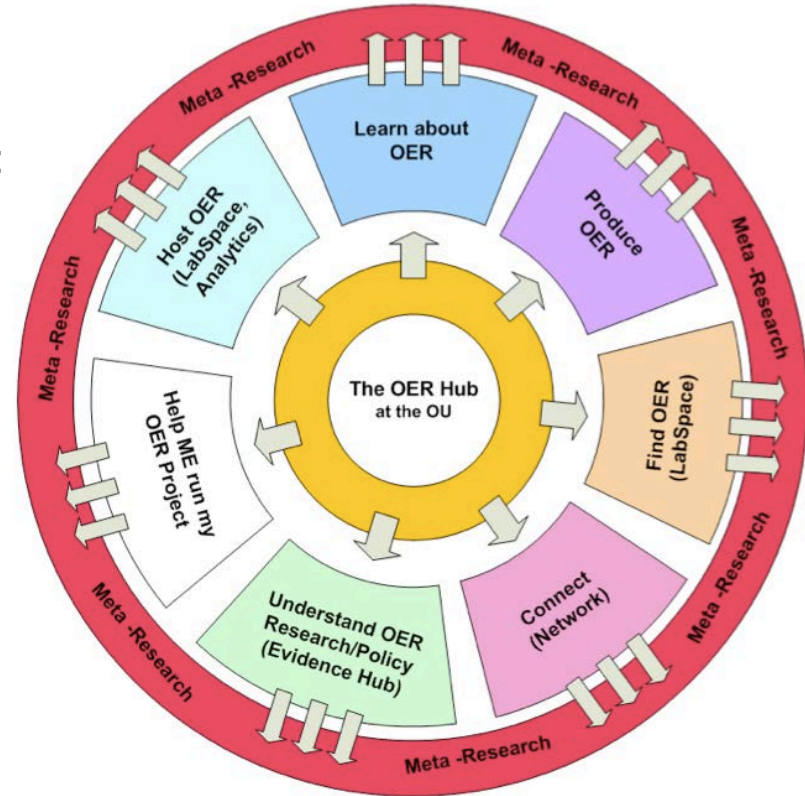


OpenLearn



# Research Process

- Research instruments applied consistently across collaborations: surveys, interview questions, focus groups, etc.
- Supplemented by integration of secondary research
- ‘Agile’ research, sprinting
- Thematic and methodological cohesion provided by research hypotheses





## Practical Advantages / Methodological Disadvantages



*Inclusive*  
*Holistic*  
*Validation of experiences at the 'cutting edge'*  
*Open to diverse perspectives*



*Incommensurability?*  
*Granularity?*  
*Synthesis?*

How will comparison  
of experiences be  
made rigorous?

Hypotheses

Key claims about open education

‘Evidence’ is only evidence in relation to a claim or hypothesis:  
the project hypotheses form the core of the metadata model.

<b>Keyword</b>	<b>Research Hypothesis</b>
<b>Performance</b>	OER improve student performance/satisfaction
<b>Openness</b>	People use OER differently from other online materials
<b>Access</b>	OER widen participation in education
<b>Retention</b>	OER can help at-risk learners to finish their studies
<b>Reflection</b>	OER use leads educators to reflect on their practice
<b>Finance</b>	OER adoption brings financial benefits for students/institutions
<b>Indicators</b>	Informal learners use a variety of indicators when selecting OER
<b>Support</b>	Informal learners develop their own forms of study support
<b>Transition</b>	OER support informal learners in moving to formal study
<b>Policy</b>	OER use encourages institutions to change their policies
<b>Assessment</b>	Informal assessments motivate learners using OER

Evidence Model

Design for information architecture

# Key Questions for Evidence Model



What evidence exists to support key claims about OER?

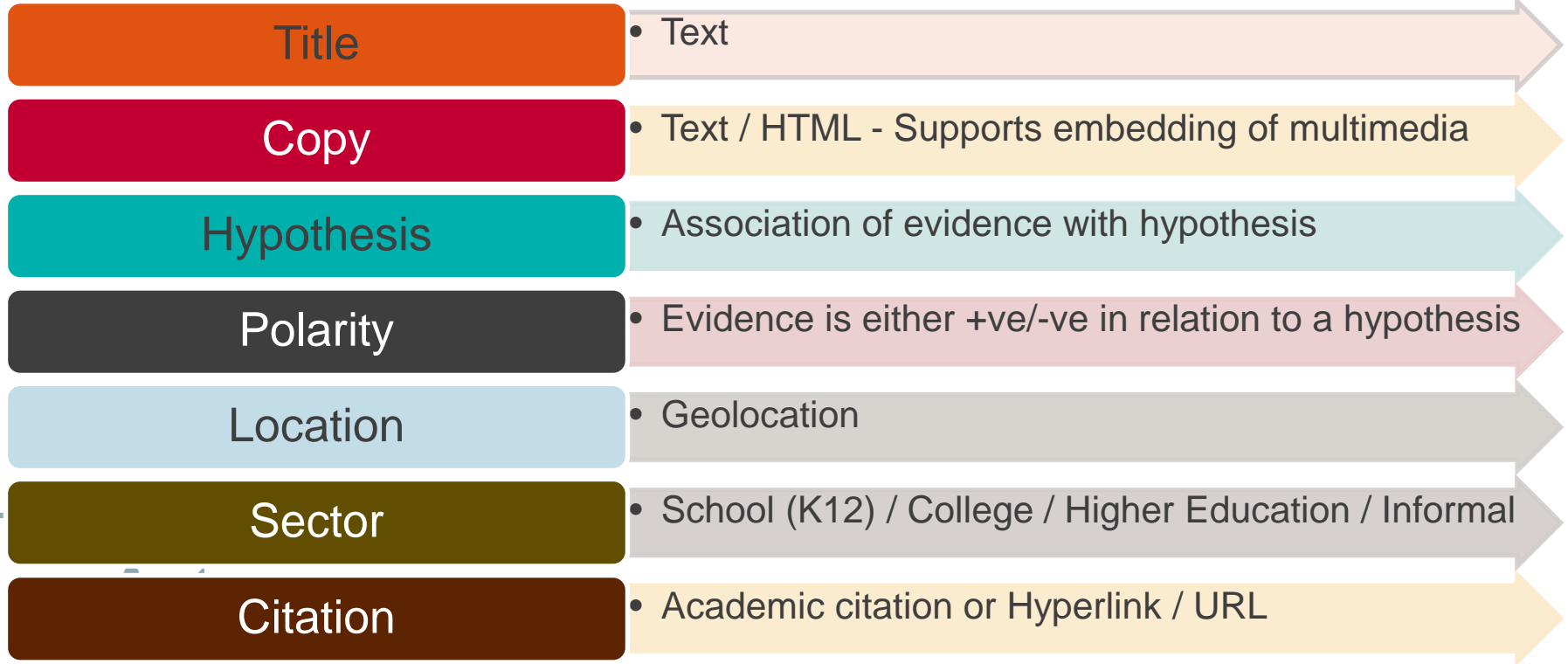
How do patterns of OER impact differ across countries?

How do patterns of OER impact differ according to sector?

How can the veracity of evidence be checked?

How can diverse evidence forms be meaningfully collected together?

# Evidence: Information Architecture



# OpenLearn Survey (July 2013)

## Evidence Records

Polarity: [-ve](#) | Sector: [Informal](#) | Country: [United Kingdom](#) | Hypothesis: [C - Access](#)

Findings from the 2013 OpenLearn survey (collection point 1 July 2013) indicate that OpenLearn OER are not really widening access to education. Only 6% of respondents are not qualified and tend to be employed. Only 6% of respondents have no qualifications. In contrast, 26% (n=227) indicated they have a high level and a further 20% (n=178) that they have a medium level of employment, 58% (n=504) of respondents in

### Open online courses completion rate approximately 7%

Polarity: [-ve](#) | Sector: [Informal](#) | Country: [United Kingdom](#) | Hypothesis: [C - Access](#)

Research on social networks found that the average MOOC completion rate across

### \$3.7 million of savings for OpenStax users

Polarity: [+ve](#) | Sector: [College](#) | Country: [United States](#) | Hypothesis: [F - Finance](#)

Free textbook publisher OpenStax College today announced that nearly 300 educational institutions on four continents will use OpenStax textbooks for the coming school year.

"Our adoptions have almost doubled in the past four months, and we estimate we'll save about \$3.7 million for 40,000 students more than \$3.7 million in the coming school year," said Richard Baraniuk, founding director of the Rice University-based publisher.

### Offer of university credit for MOOC course has no takers

Polarity: [-ve](#) | Sector: [College](#) | Country: [United States](#) | Hypothesis: [C - Access](#)

The Chronicle of Higher Education reported that when Colorado State University-Global Campus became the first college in the United States to grant credit to students who passed a MOOC students showed no interest despite the fact that they could have achieved college credits equivalent to \$1,050 for just \$89.

Citation: <http://chronicle.com/article/A-Universities-Offer-of-Credit/140131/>

NEW: The Impact of a Free Book

**FREE**  
professional-grade textbooks,



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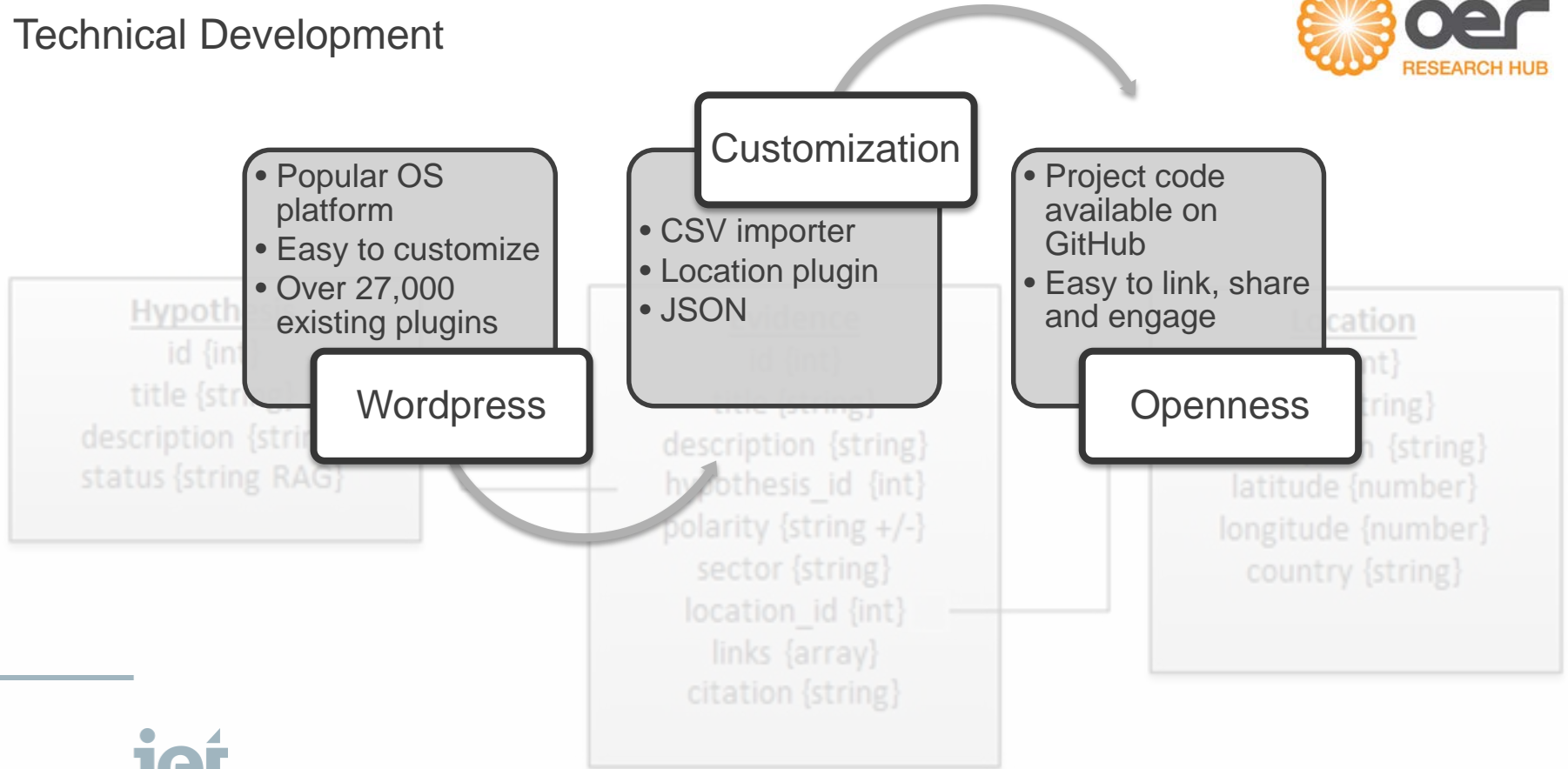
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Evidence Records

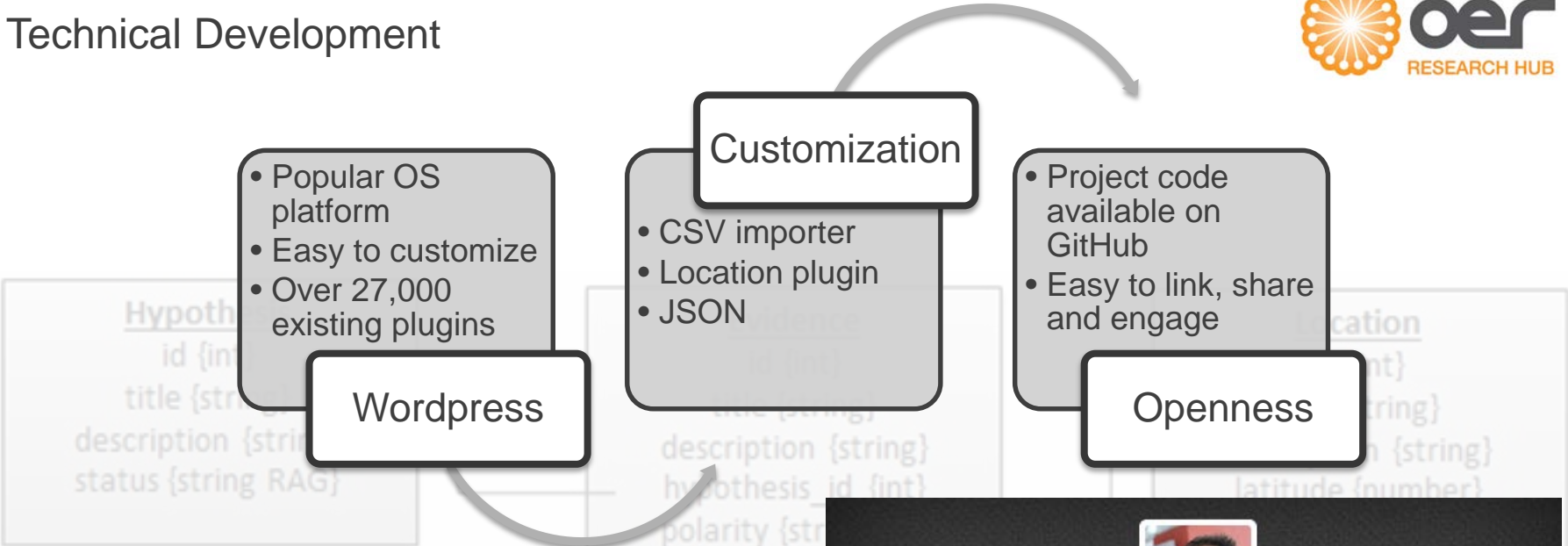
Support embedding



# Technical Development



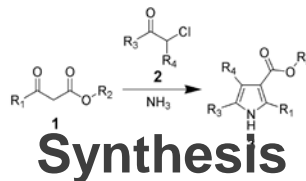
# Technical Development



**Martin Hawksey**  
@mhawksey FOLLOWS YOU

Innovation & Technology. Interested in EdTech, Mashups, Google Apps Script, Social Networks, Data Mining/Wrangling, cMOOCs, Open Education, DDJ, SEO ...

Edinburgh, Scotland · mashe.hawksey.info



## *Synthesis Methods*

- Isolating data by hypothesis, sector, country, or any combination
- Collaborative curation of research data
- Data visualization, reporting
- Editorial quality control exercised centrally

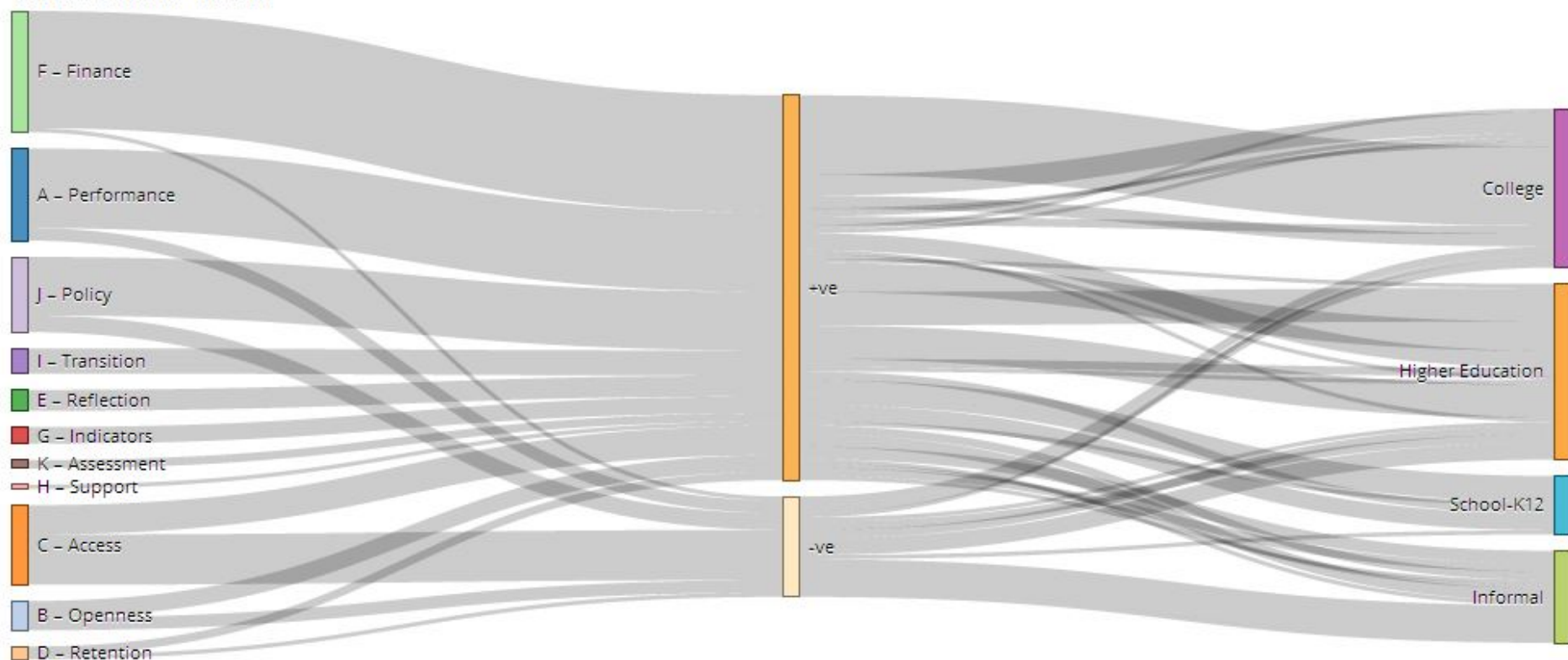
## *Validation*

- Iteration through current and future patterns of evidence
- Open citation trails allow public auditing of evidence
- Community voting

Synthesis

Mapping and curation

## Evidence flow - World



OER Impact Map

[oermap.org](https://oermap.org)

# OER Impact Map: Maps

[oermap.org](http://oermap.org)

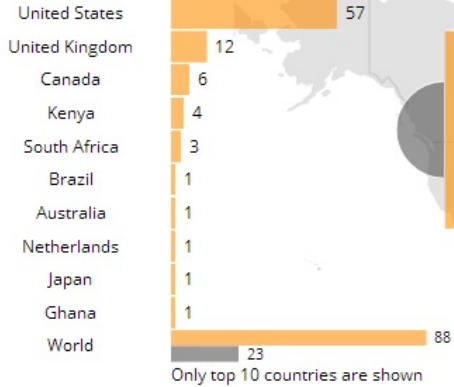


- *Country Summary Map* - evidence nodes organized by country
- *OER Project Map* - OER initiatives and projects around the world
- *OER Evidence Map* - all impact evidence is categorized according to the OER Research Hub hypotheses
- *OER Policy Map* is the single largest curated collection of OER policies
- *OER Impact Map* aggregates the other maps
- *Tweetmaps* show a geographical summary of tweets for a particular Twitter hashtag. E.g. #oermap for outreach; #oerrhub for tracking project activity.
- Maps by others

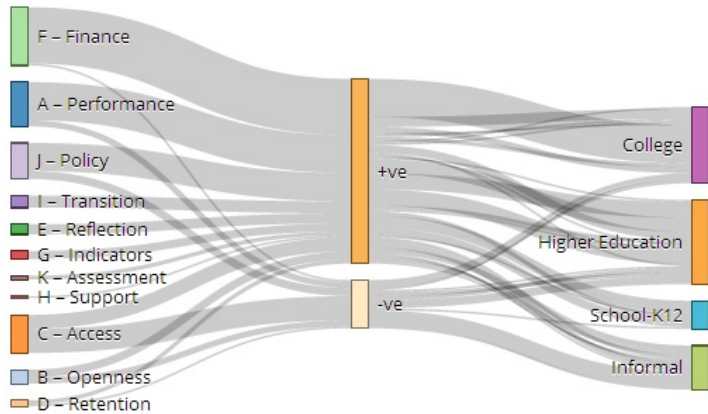
# Global Impact Summary

Order by:

Negative  Positive



## Evidence Flow - World



Tested in latest versions of Firefox, Chrome, Safari, and Internet Explorer.

**Original Author:**

Timo Grossenbacher (BSc in Geography, University of Zurich)

**Modified By Author:**

Martin Hawksey

**Sources:**

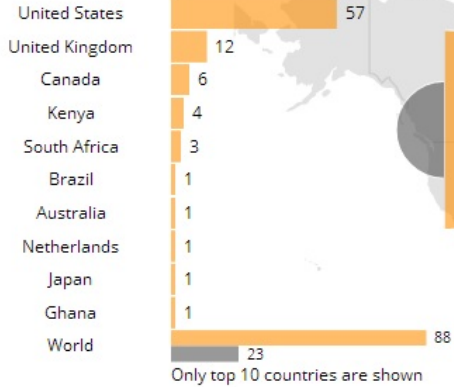
Original Code: [Timo Grossenbacher/Global Oil Presentation](#)

Geodata: [mbostock/topojson](#)



Order by:

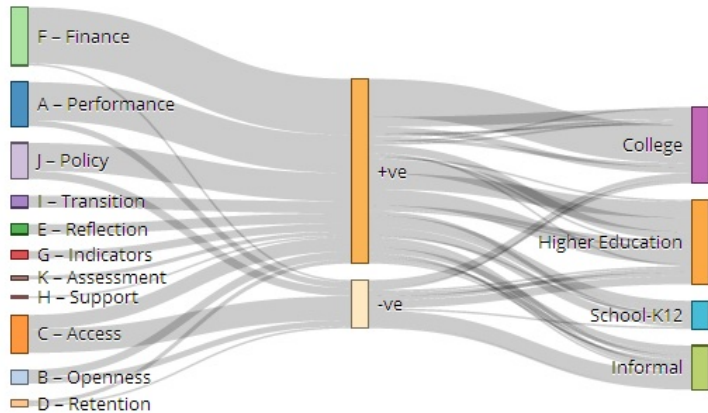
Negative  Positive



# Global Impact Summary

Select country to zoom

## Evidence Flow - World



Tested in latest versions of Firefox, Chrome, Safari, and Internet Explorer.

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**Modified By Author:**

Martin Hawksey

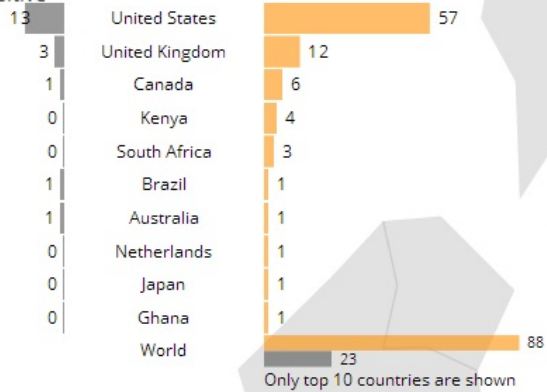
**Sources:**

Original Code: [Timo Grossenbacher/Global Oil Presentation](#)

Geodata: [mbostock/topojson](#)

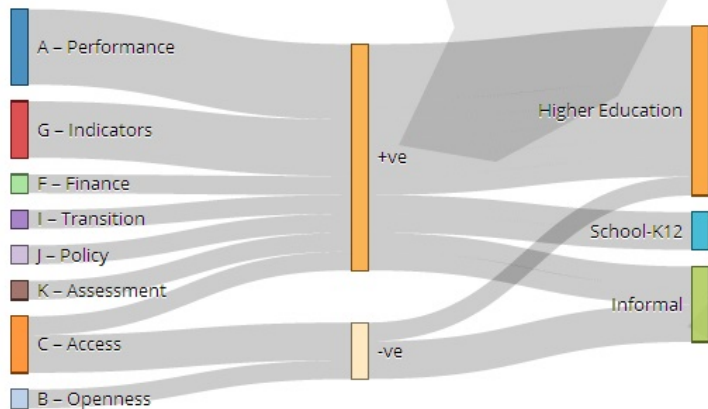
Order by:

Negative  Positive



Flowmap changes according to country selected...

Evidence Flow - United Kingdom



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**Original Author:**

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**Modified By Author:**

Martin Hawksey

**Sources:**

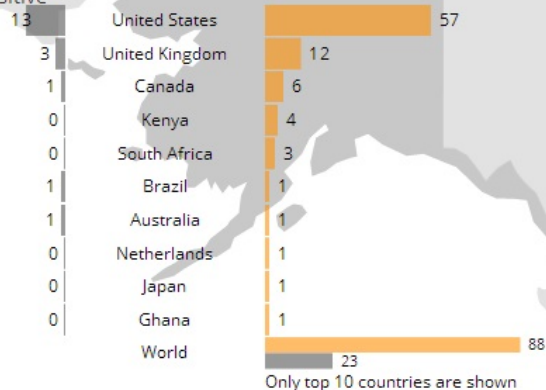
Original Code: [Timo Grossenbacher/Global Oil Presentation](#)

Geodata: [mbostock/topojson](#)

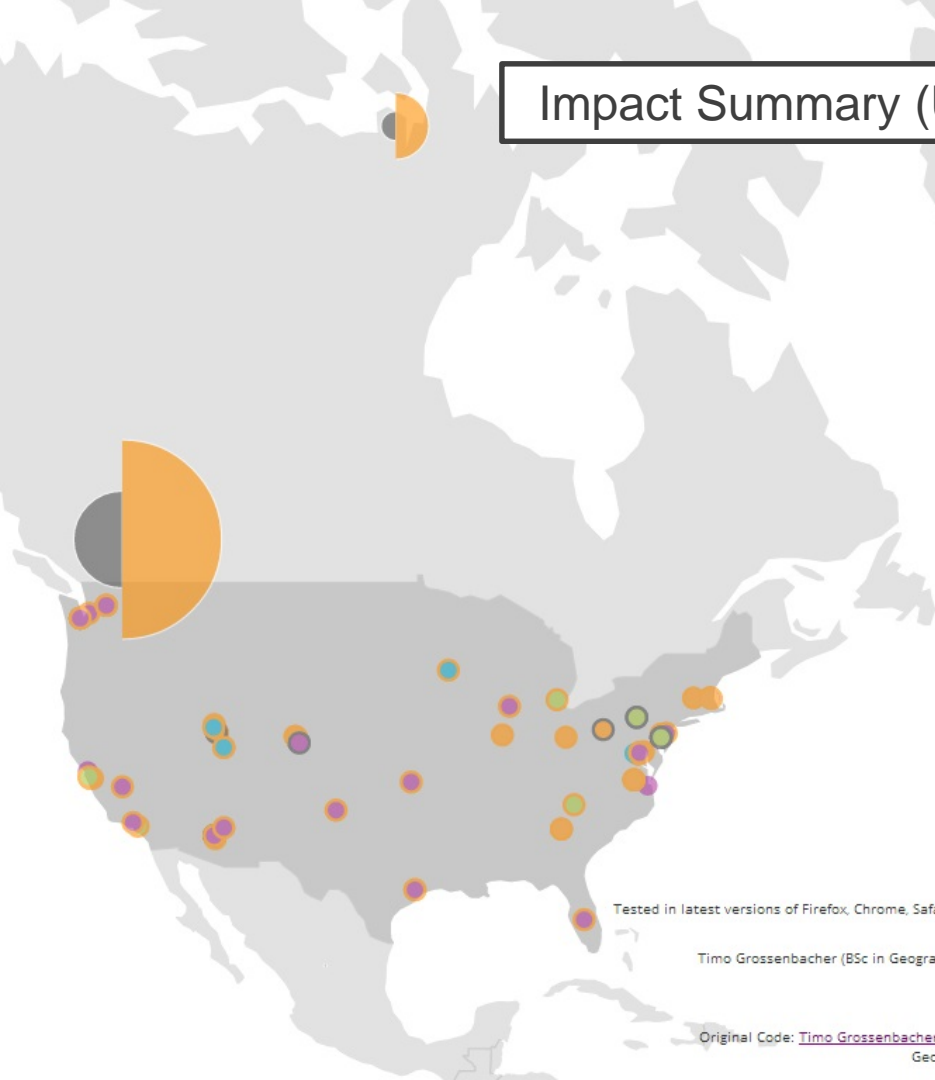
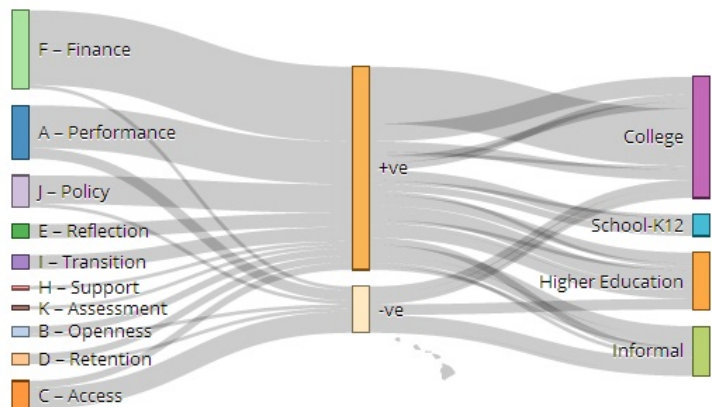
# Impact Summary (USA)

Order by:

Negative  Positive



## Evidence Flow - United States



Tested in latest versions of Firefox, Chrome, Safari, and Internet Explorer.

**Original Author:**

Timo Grossenbacher (BSc in Geography, University of Zurich)

**Modified By Author:**

Martin Hawkey

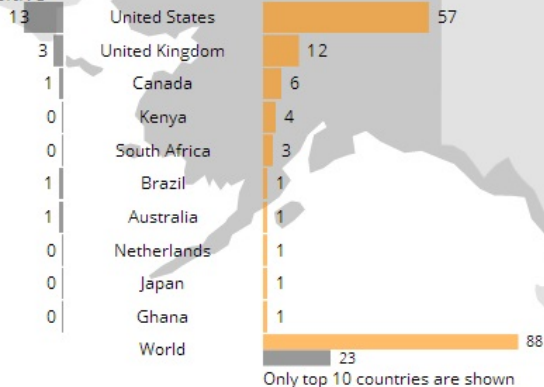
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Original Code: [Timo Grossenbacher/Global Oil Presentation](#)

Geodata: [mbostock/topojson](#)

Order by:

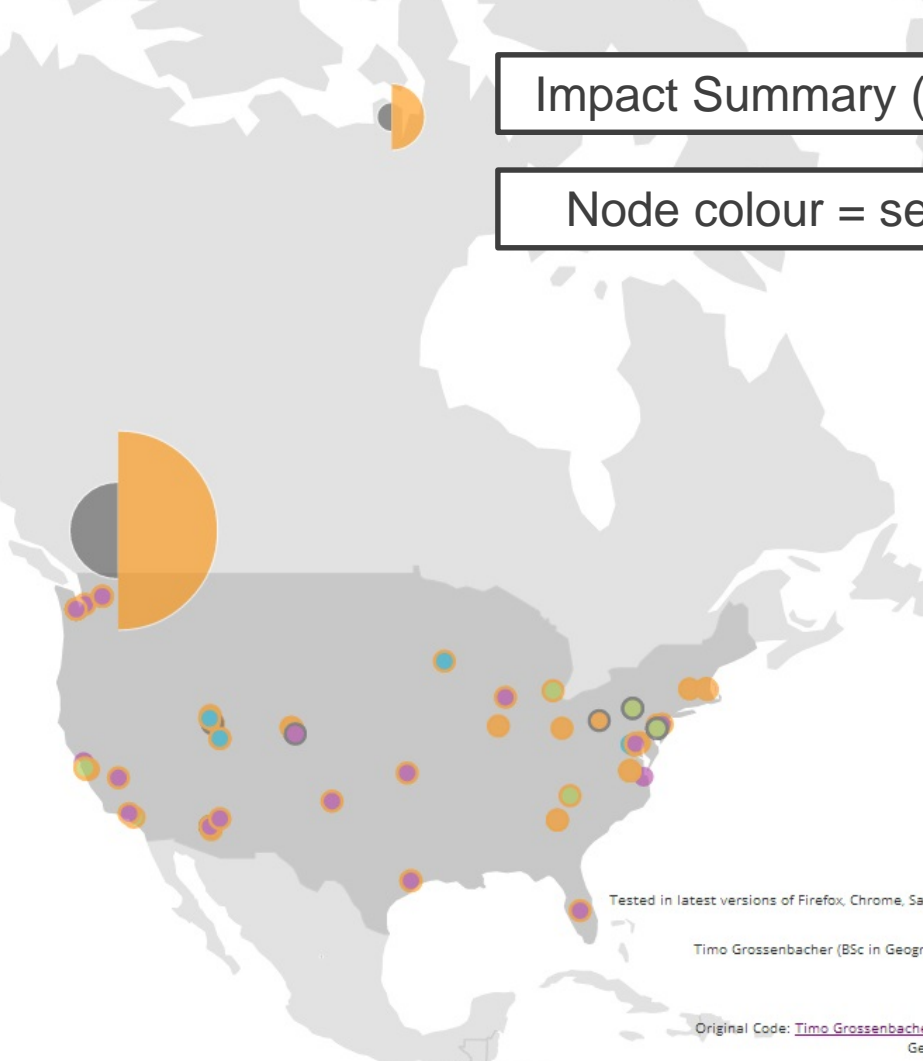
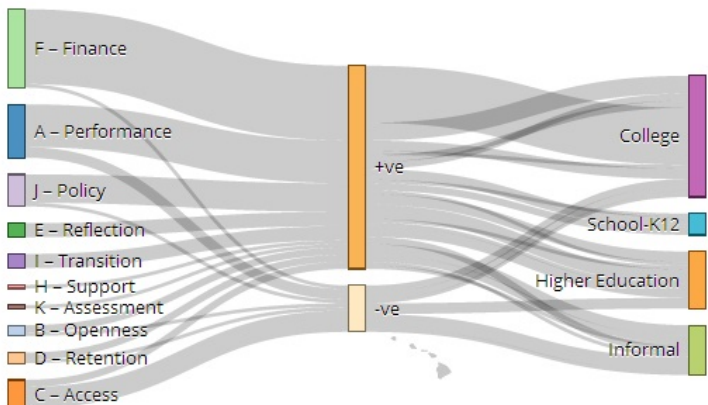
Negative 
  Positive



Impact Summary (USA)

Node colour = sector

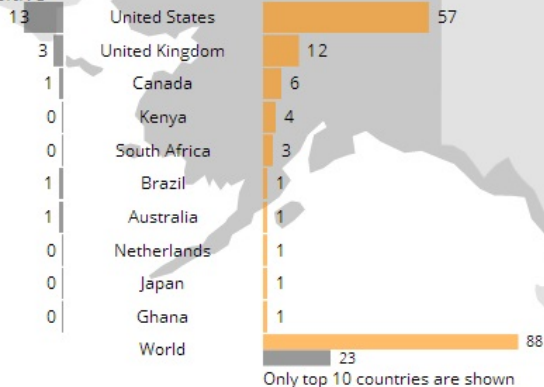
Evidence Flow - United States



Tested in latest versions of Firefox, Chrome, Safari, and Internet Explorer.

Order by:

Negative  Positive

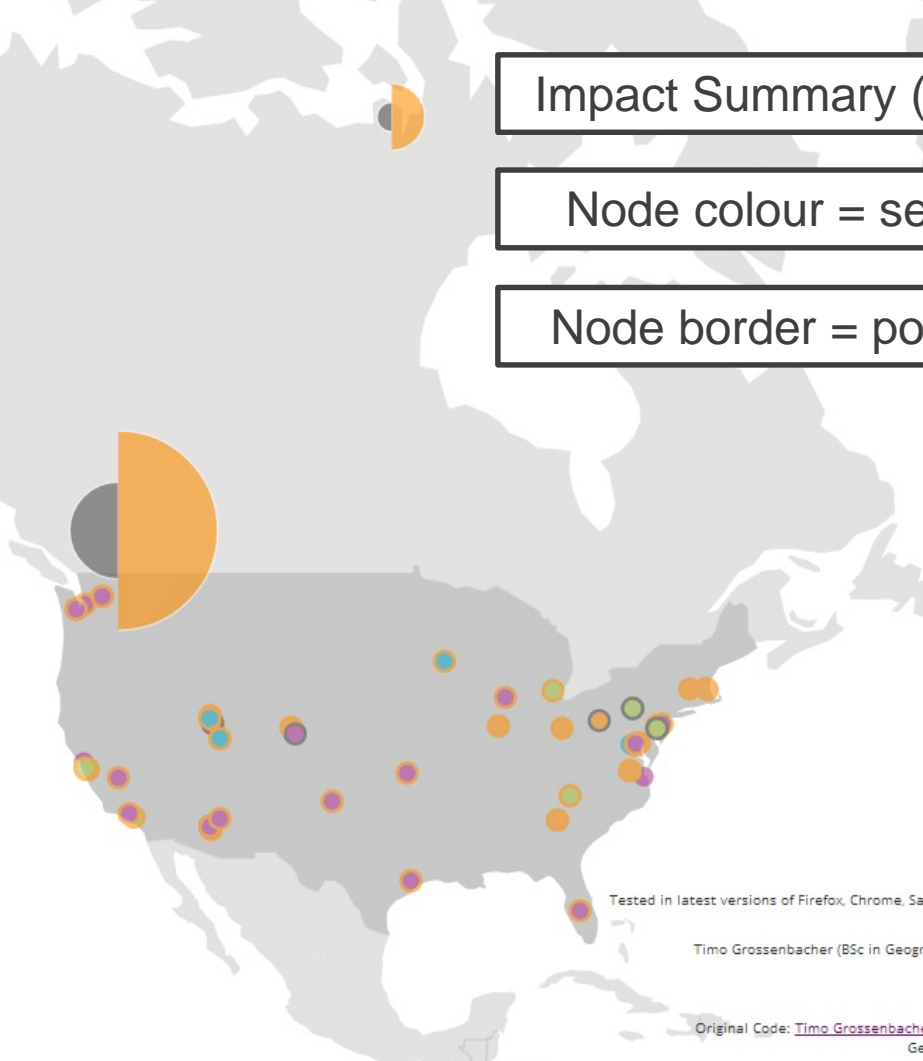
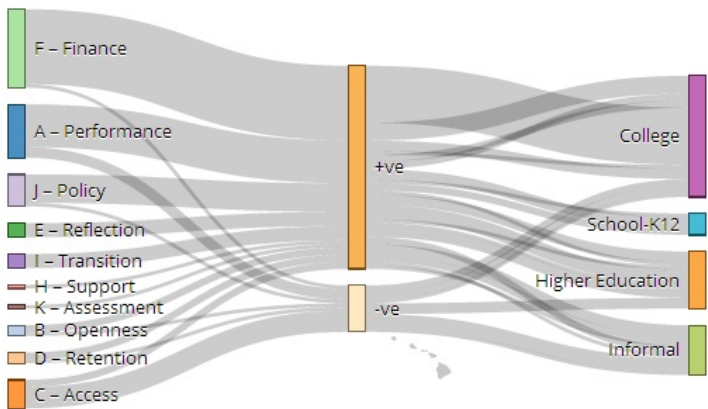


Impact Summary (USA)

Node colour = sector

Node border = polarity

Evidence Flow - United States



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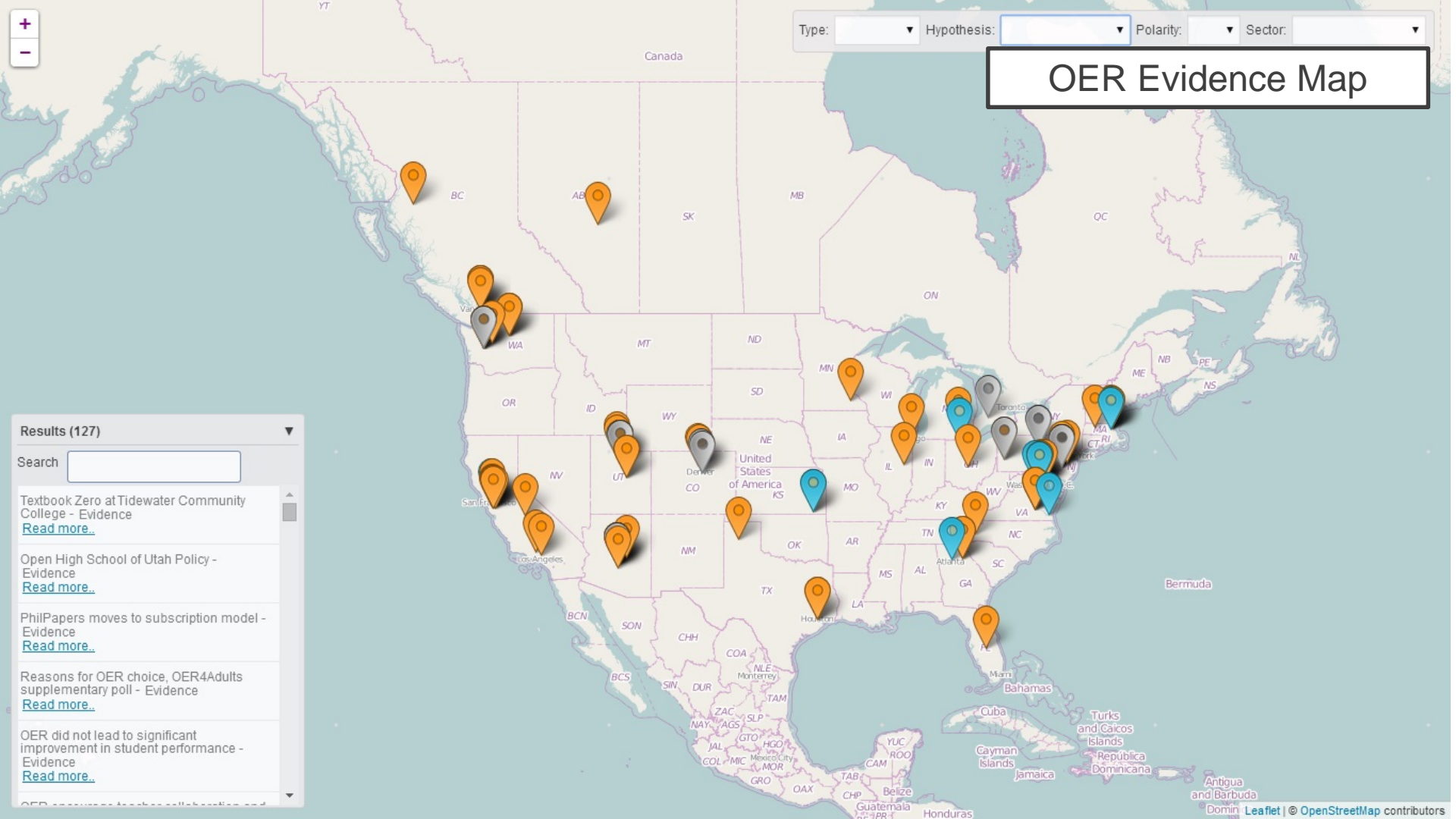
Modified By Author:

Martin Hawkey

Sources:

Original Code: [Timo Grossenbacher/Global Oil Presentation](#)

Geodata: [mbostock/topojson](#)



Type:  Hypothesis:  Polarity:  Sector:

# OER Evidence Map

## Results (127)

Search

Textbook Zero at Tidewater Community College - Evidence  
[Read more..](#)

Open High School of Utah Policy - Evidence  
[Read more..](#)

PhilPapers moves to subscription model - Evidence  
[Read more..](#)

Reasons for OER choice, OER4Adults supplementary poll - Evidence  
[Read more..](#)

OER did not lead to significant improvement in student performance - Evidence  
[Read more..](#)

OER resources for business education - Evidence  
[Read more..](#)

# Positive Evidence

# OER Evidence Map

Type:  Hypothesis:  Polarity:  Sector:

Results (127)

Search

Textbook Zero at Tidewater Community College - Evidence  
[Read more..](#)

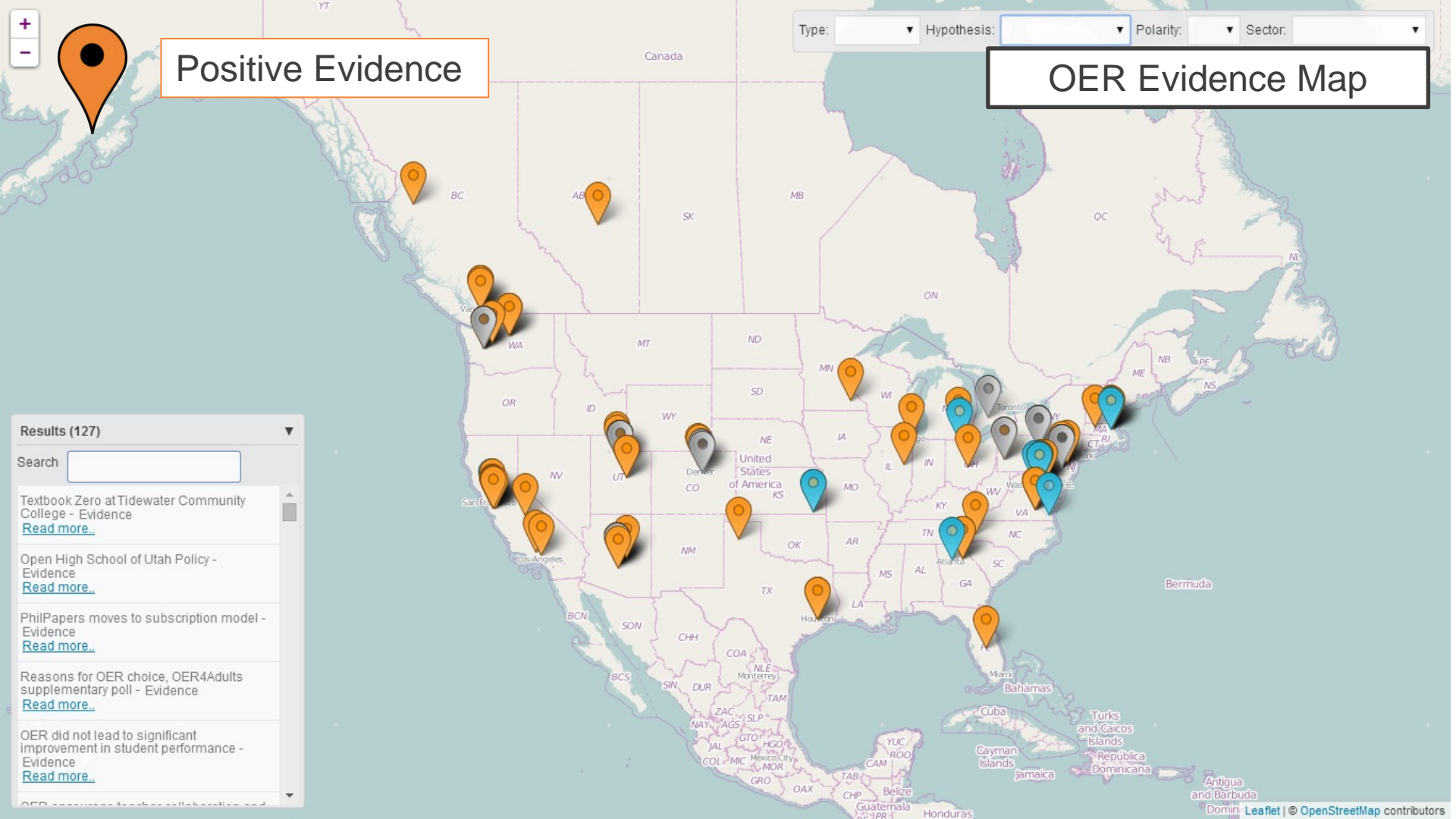
Open High School of Utah Policy - Evidence  
[Read more..](#)

PhilPapers moves to subscription model - Evidence  
[Read more..](#)

Reasons for OER choice, OER4Adults supplementary poll - Evidence  
[Read more..](#)

OER did not lead to significant improvement in student performance - Evidence  
[Read more..](#)

OER resources for business education



Positive Evidence

Negative Evidence

OER Evidence Map

Type:  Hypothesis:  Polarity:  Sector:

Results (127)

Search

Textbook Zero at Tidewater Community College - Evidence  
[Read more..](#)

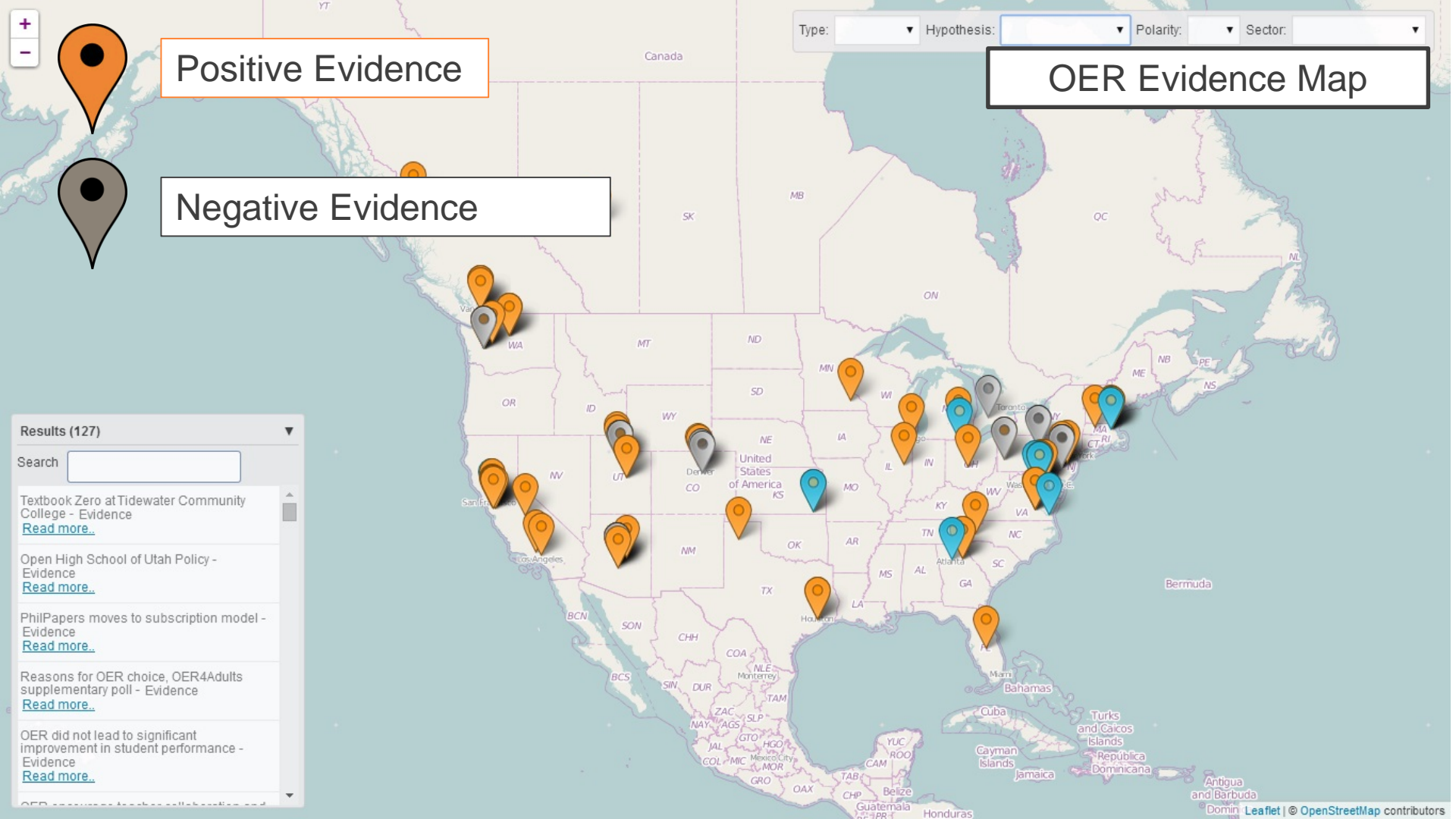
Open High School of Utah Policy - Evidence  
[Read more..](#)

PhilPapers moves to subscription model - Evidence  
[Read more..](#)

Reasons for OER choice, OER4Adults supplementary poll - Evidence  
[Read more..](#)

OER did not lead to significant improvement in student performance - Evidence  
[Read more..](#)

OER resources for business education





# OER Evidence Map

Positive Evidence

Negative Evidence

Uncategorized Evidence

Results (127)

Search [input]

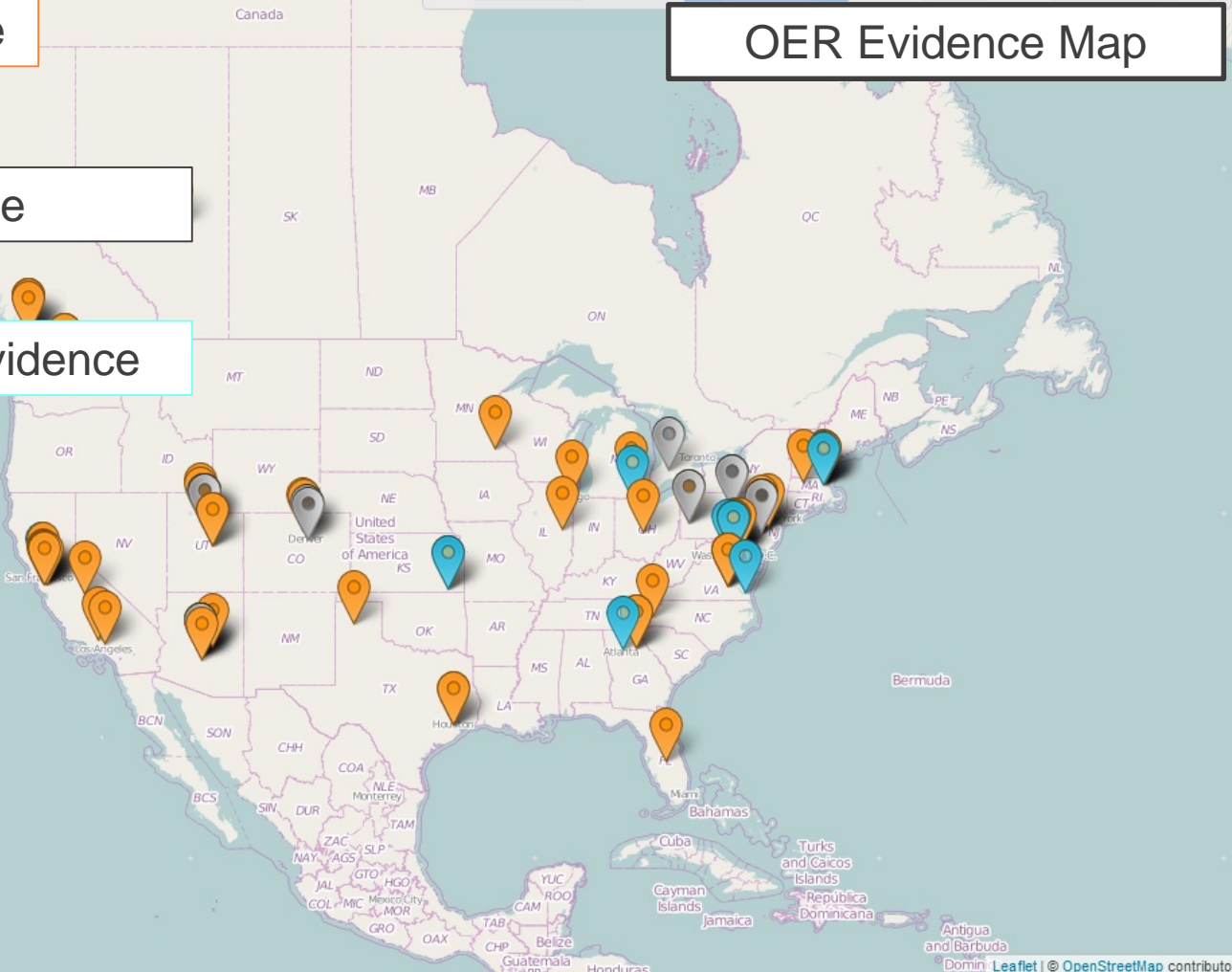
Textbook Zero at Tidewater Community College - Evidence  
[Read more..](#)

Open High School of Utah Policy - Evidence  
[Read more..](#)

PhilPapers moves to subscription model - Evidence  
[Read more..](#)

Reasons for OER choice, OER4Adults supplementary poll - Evidence  
[Read more..](#)

OER did not lead to significant improvement in student performance - Evidence  
[Read more..](#)





Type:  Locale:  Sector:

# OER Policy Map

## Results (89) ▼

Search

California Community Colleges move to open licensing - Policy  
[Read more..](#)

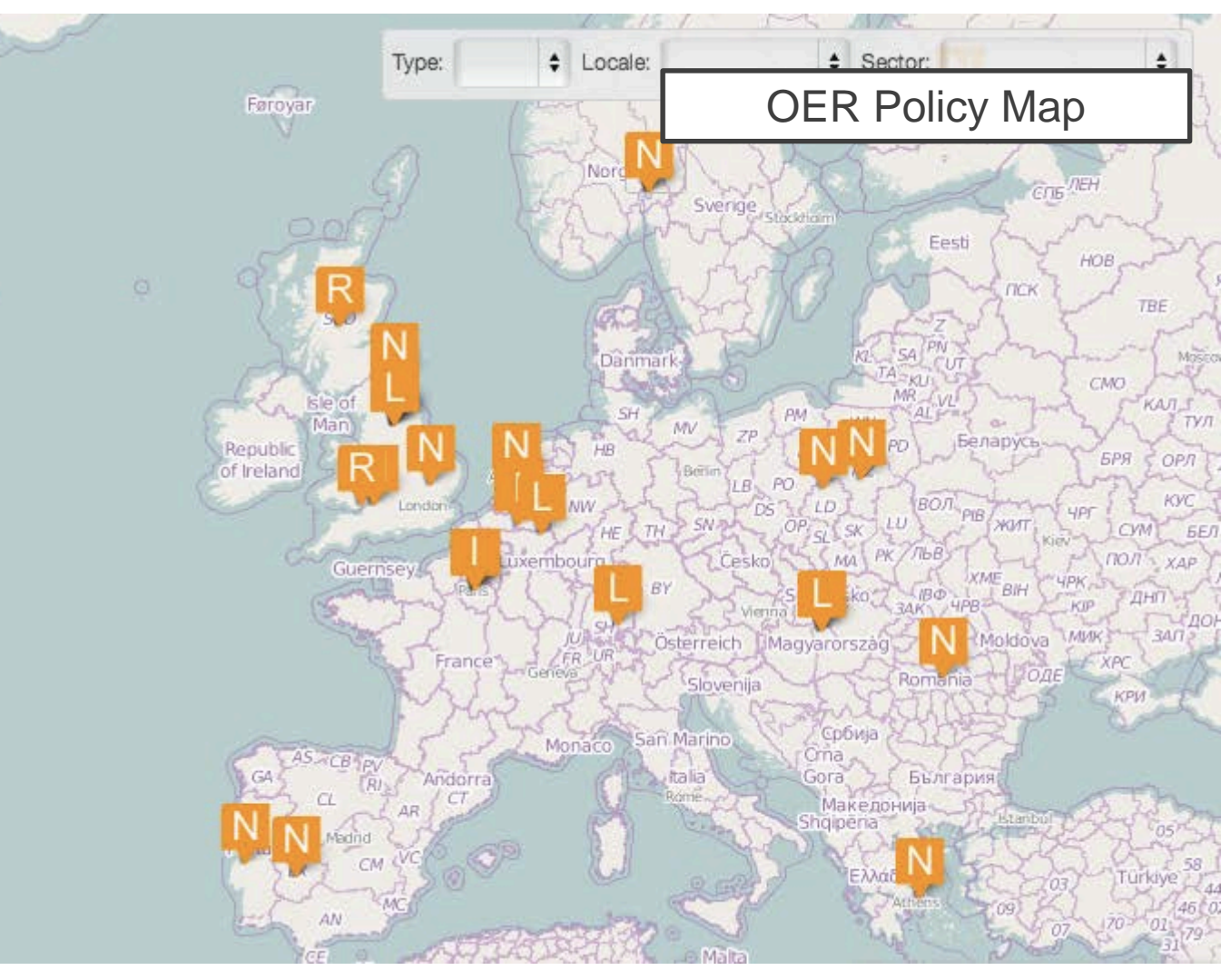
National Education Technology Plan 2010 (NETP) - Policy  
[Read more..](#)

Foothill-De Anza College District policy on public domain - Policy  
[Read more..](#)

HCR 3009 & HCR3013, Legislative Assembly of North Dakota - Policy  
[Read more..](#)

Scottsdale Community College moves to OER adoption - Policy  
[Read more..](#)

Finnish National OER Strategy - Policy



+

Type:

Locale:

Sector:

L

Local/Institutional policies

OER Policy Map

Results (89)

Search

California Community Colleges move to open licensing - Policy [Read more..](#)

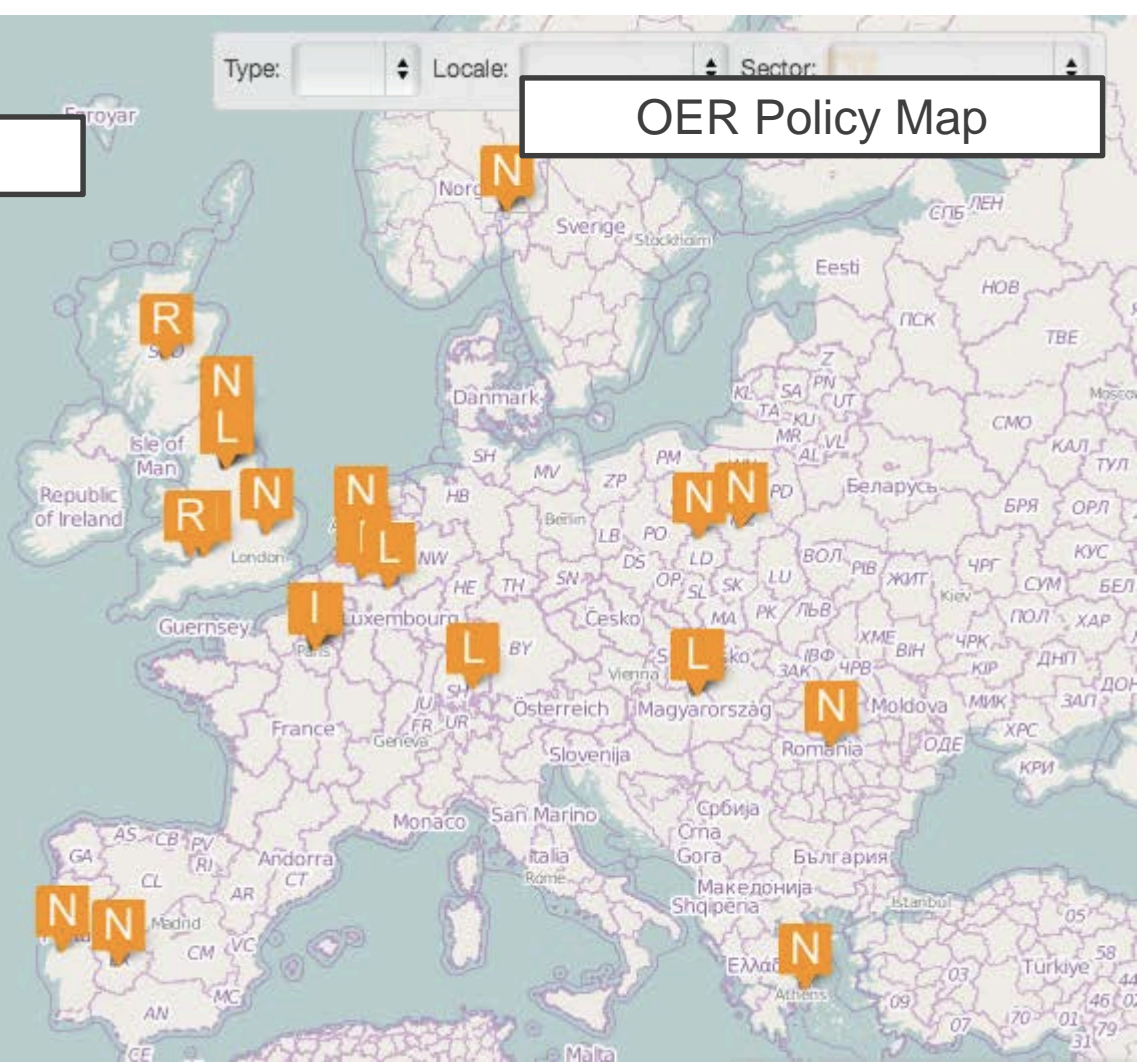
National Education Technology Plan 2010 (NETP) - Policy [Read more..](#)

Foothill-De Anza College District policy on public domain - Policy [Read more..](#)

HCR 3009 & HCR3013, Legislative Assembly of North Dakota - Policy [Read more..](#)

Scottsdale Community College moves to OER adoption - Policy [Read more..](#)

Finnish National OER Strategy - Policy



# OER Policy Map

L

Local/Institutional policies

R

Regional policies

Results (89)

Search

California Community Colleges move to open licensing - Policy  
[Read more..](#)

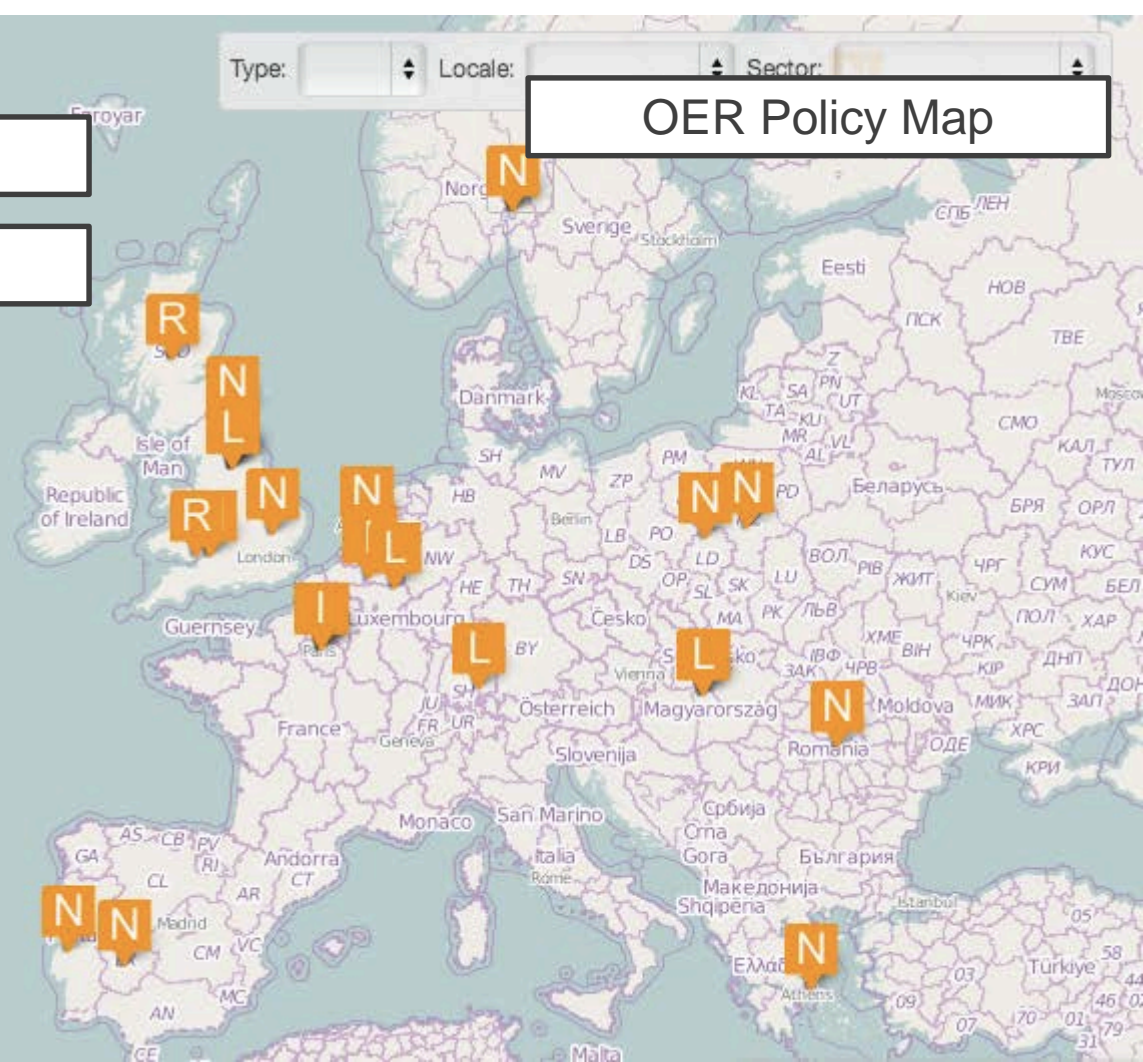
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# OER Policy Map

L Local/Institutional policies

R Regional policies

N National policies

California Community Colleges move to open licensing - Policy  
[Read more..](#)

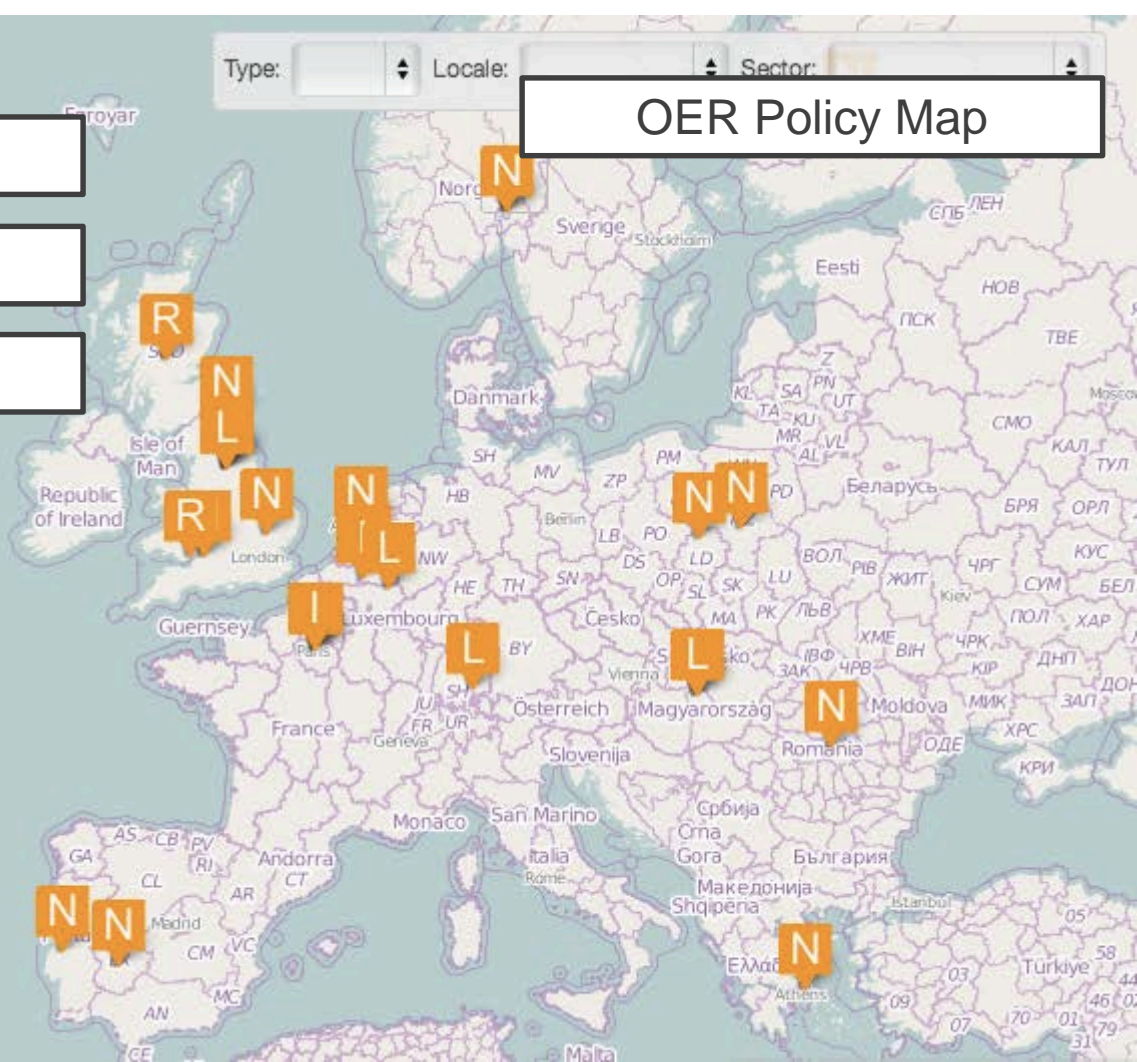
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[Read more..](#)

HCR 3009 & HCR3013, Legislative Assembly of North Dakota - Policy  
[Read more..](#)

Scottsdale Community College moves to OER adoption - Policy  
[Read more..](#)

Finnish National OER Strategy - Policy



# OER Policy Map

L Local/Institutional policies

R Regional policies

N National policies

I International policies

National Education Technology Plan 2010 (NETP) - Policy

[Read more..](#)

Foothill-De Anza College District policy on public domain - Policy

[Read more..](#)

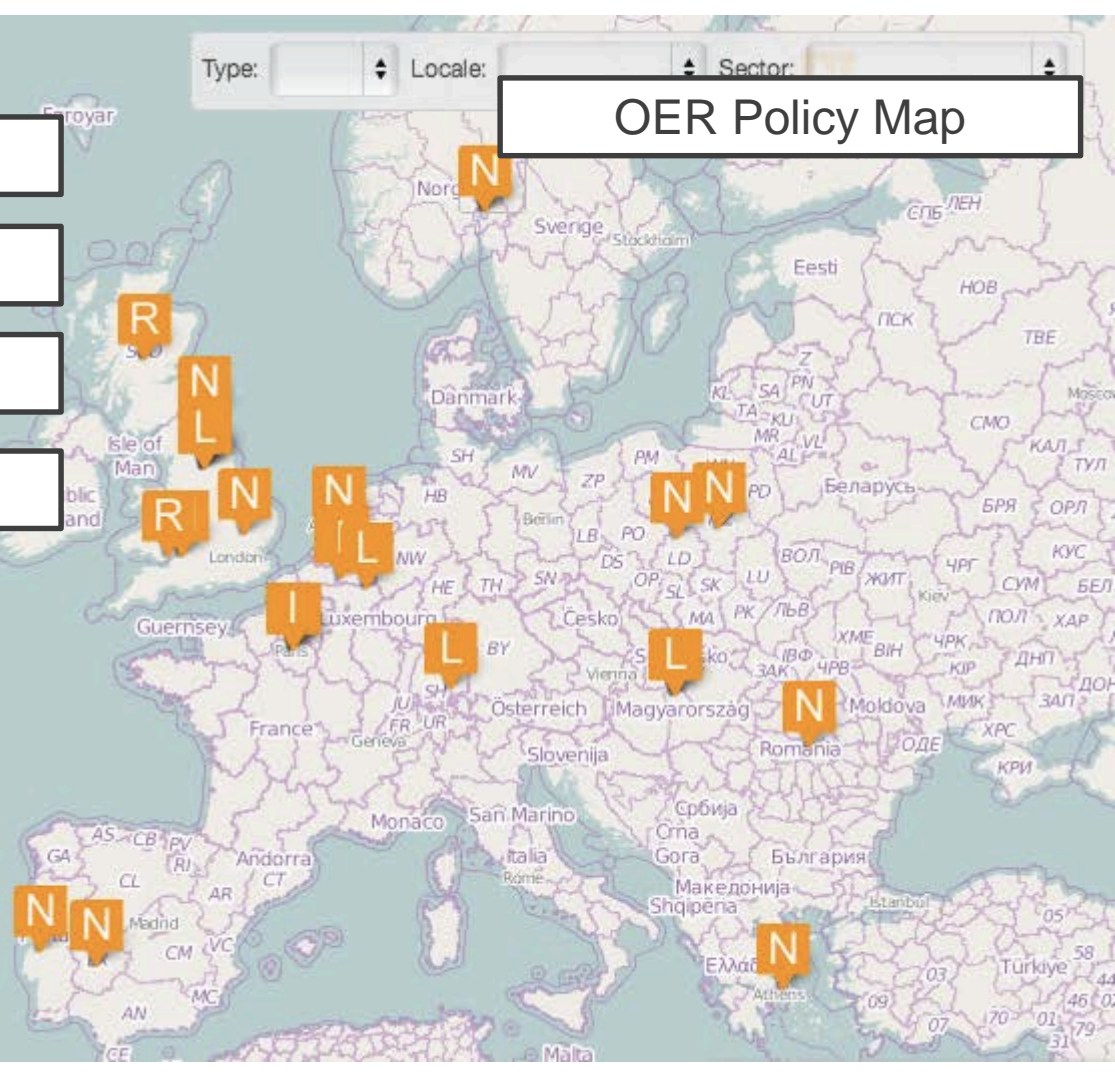
HCR 3009 & HCR3013, Legislative Assembly of North Dakota - Policy

[Read more..](#)

Scottsdale Community College moves to OER adoption - Policy

[Read more..](#)

Finnish National OER Strategy - Policy



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Type: [dropdown] Locale: [dropdown] Sector: [dropdown]

L

Local/Institutional policies

R

Regional policies

N

National policies

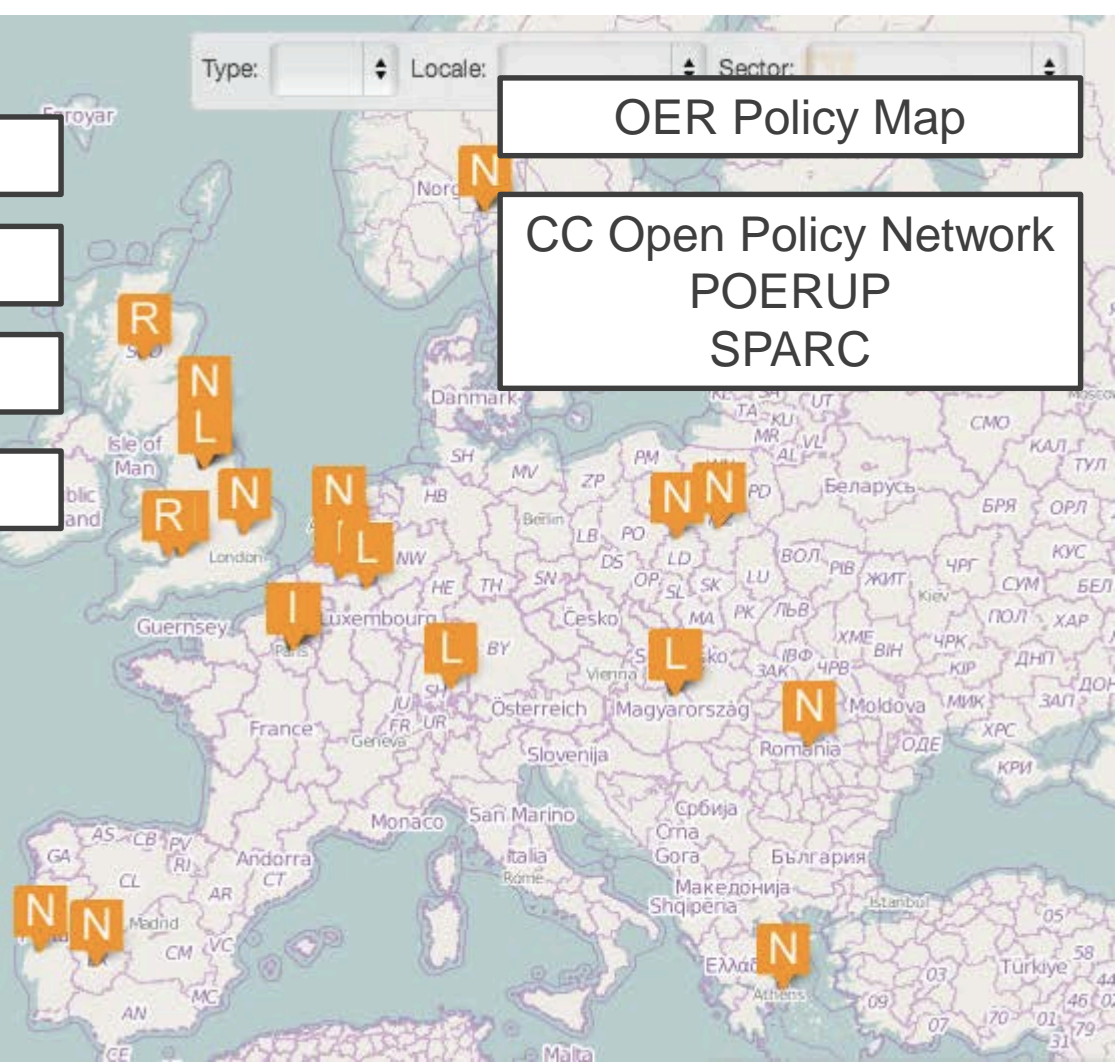
I

International policies

OER Policy Map

CC Open Policy Network  
POERUP  
SPARC

- Search
- Read more..
- National Education Technology Plan 2010 (NETP) - Policy  
[Read more..](#)
- Foothill-De Anza College District policy on public domain - Policy  
[Read more..](#)
- HCR 3009 & HCR3013, Legislative Assembly of North Dakota - Policy  
[Read more..](#)
- Scottsdale Community College moves to OER adoption - Policy  
[Read more..](#)
- Finnish National OER Strategy - Policy





# OER Project Map

Results (81)

Search

Observatorio para la CiberSociedad - Project [Read more..](#)

EMU - Project [Read more..](#)

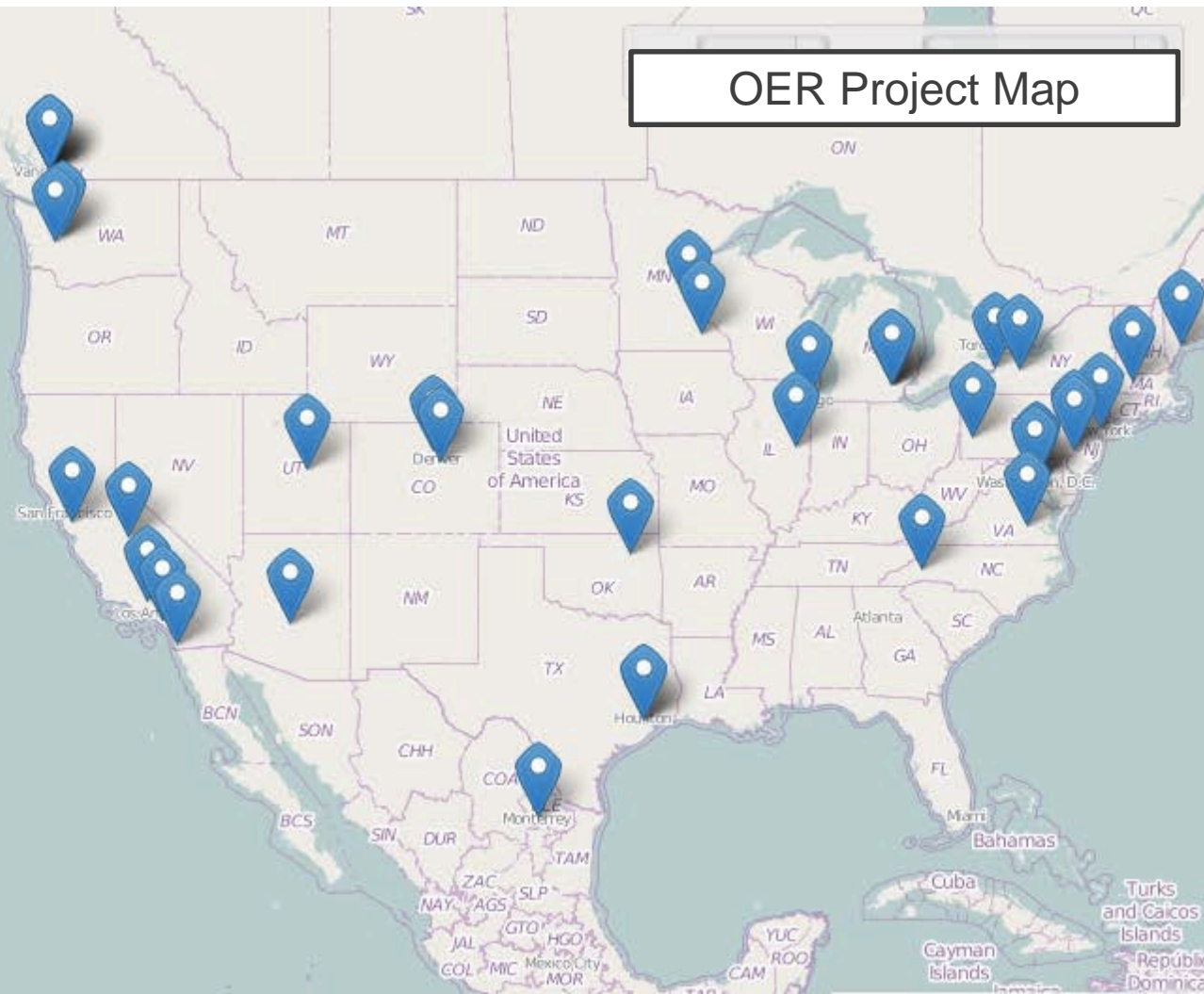
Finnish Virtual University - Project [Read more..](#)

Materialeplattformen - Project [Read more..](#)

OERSverige - Project [Read more..](#)

OER in Australia - Project [Read more..](#)

OER Africa - Project [Read more..](#)







# OER Projects

# OER Project Map

Results (81)

Search

Observatorio para la CiberSociedad - Project [Read more..](#)

EMU - Project [Read more..](#)

Finnish Virtual University - Project [Read more..](#)

Materialeplattformen - Project [Read more..](#)

OERSverige - Project [Read more..](#)

OER in Australia - Project [Read more..](#)

OER Africa - Project [Read more..](#)



Type:

Hypothesis:

Polarity:

Locale:

Sector:

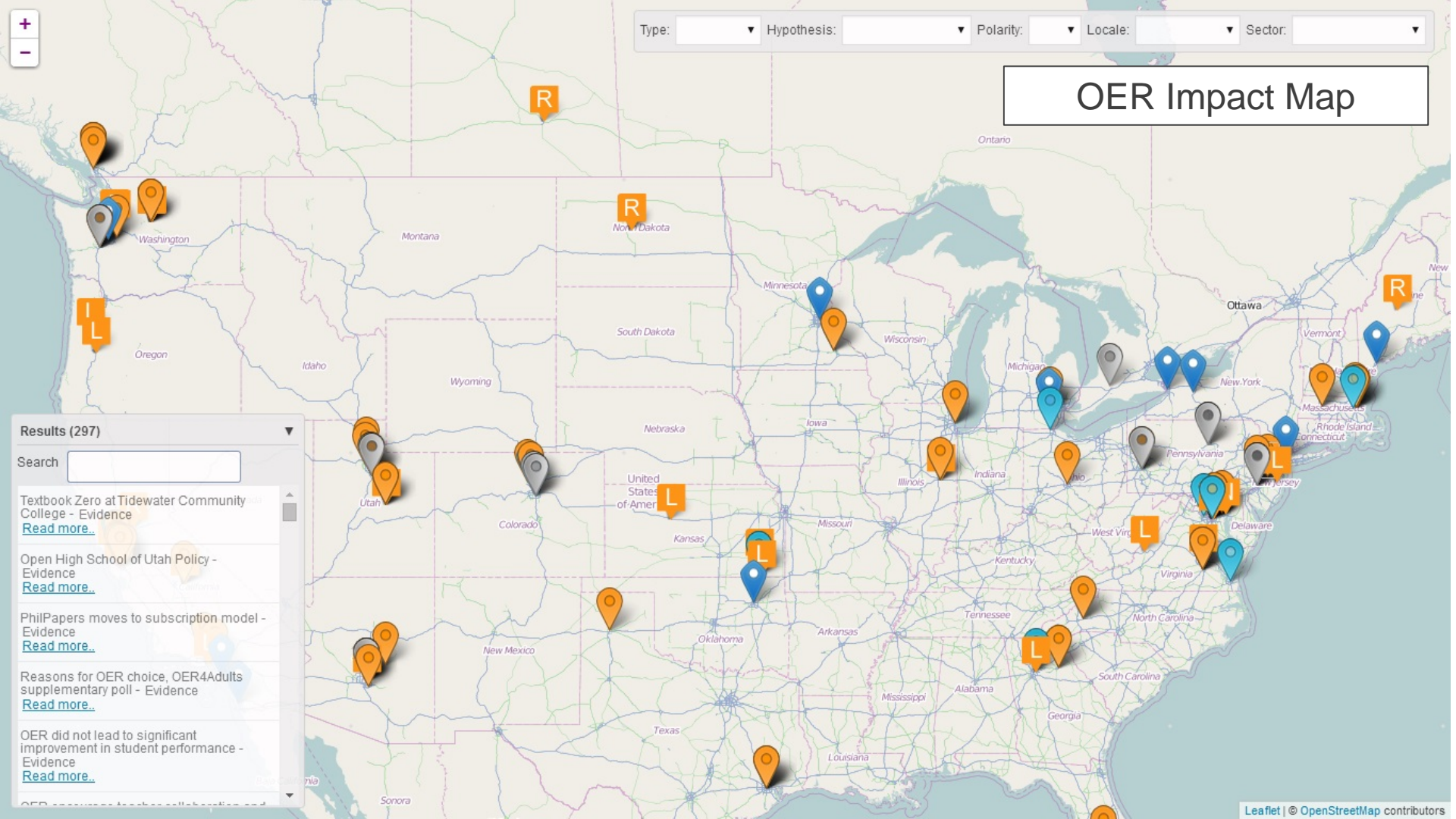
# OER Impact Map





Type:  Hypothesis:  Polarity:  Locale:  Sector:

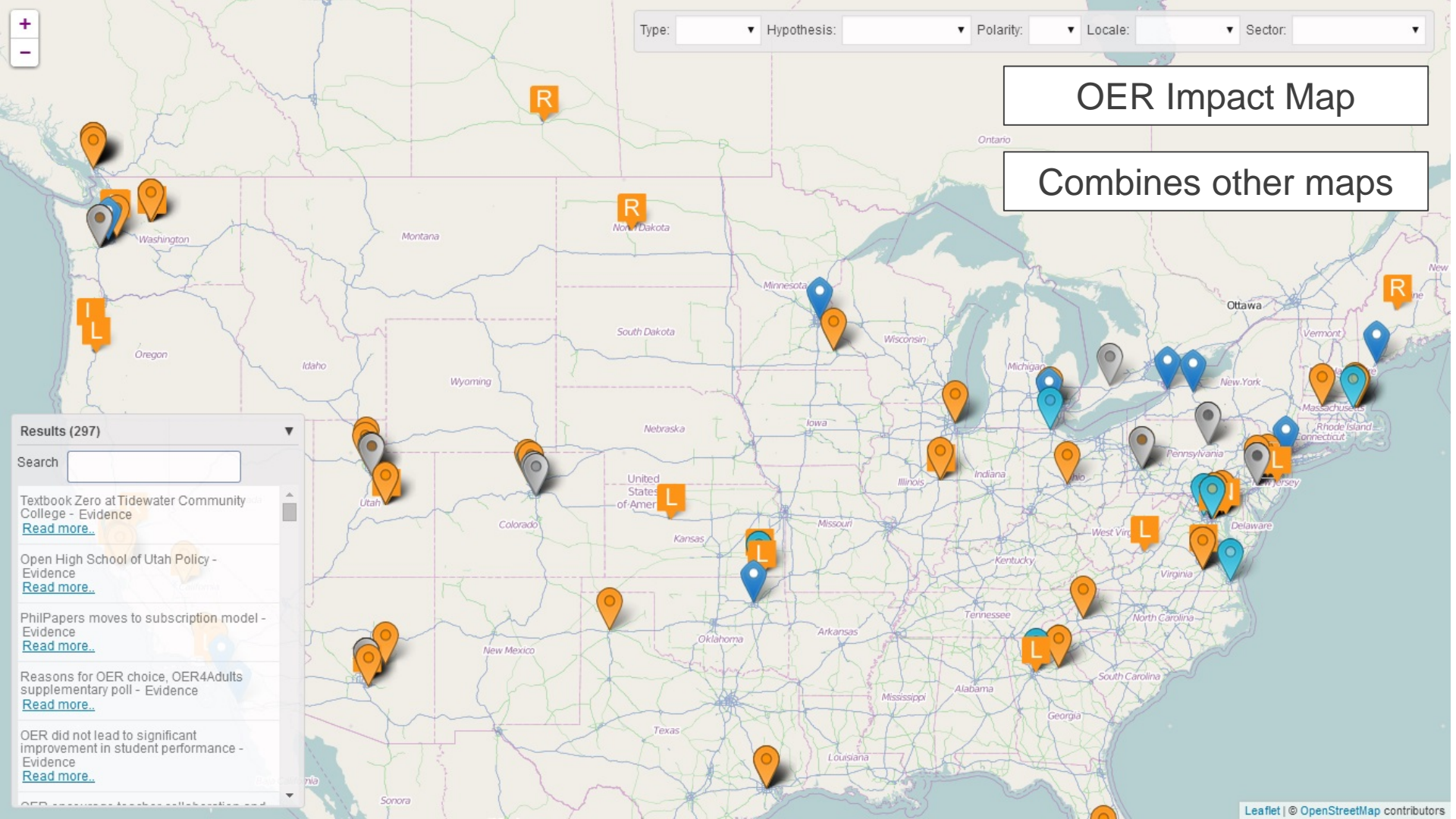
# OER Impact Map



Results (297)

Search

- Textbook Zero at Tidewater Community College - Evidence [Read more.](#)
- Open High School of Utah Policy - Evidence [Read more.](#)
- PhilPapers moves to subscription model - Evidence [Read more.](#)
- Reasons for OER choice, OER4Adults supplementary poll - Evidence [Read more.](#)
- OER did not lead to significant improvement in student performance - Evidence [Read more.](#)
- OER increases teacher self-efficacy



# OER Impact Map

Combines other maps

Results (297)

Search

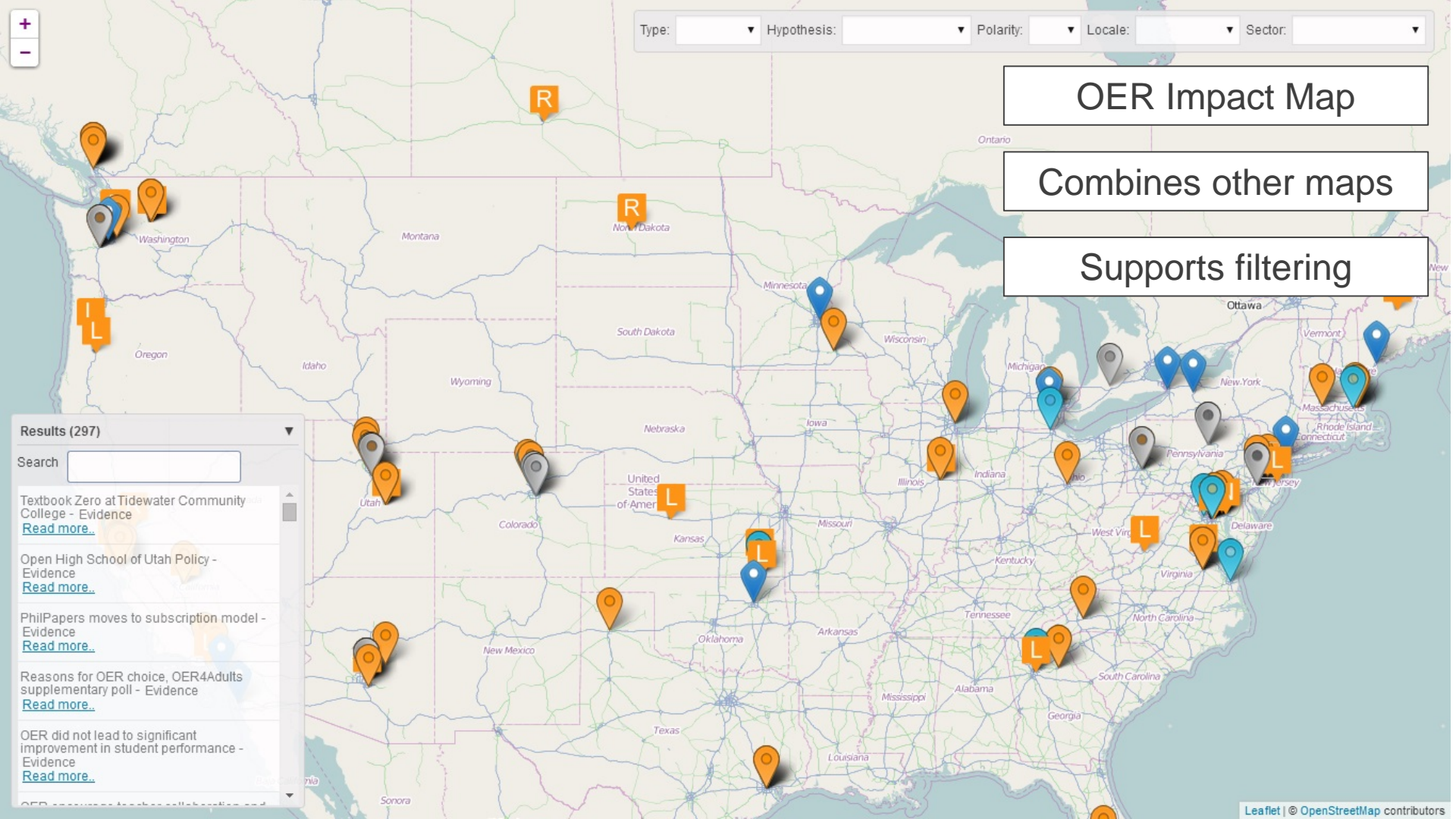
Textbook Zero at Tidewater Community College - Evidence  
[Read more.](#)

Open High School of Utah Policy - Evidence  
[Read more.](#)

PhilPapers moves to subscription model - Evidence  
[Read more.](#)

Reasons for OER choice, OER4Adults supplementary poll - Evidence  
[Read more.](#)

OER did not lead to significant improvement in student performance - Evidence  
[Read more.](#)



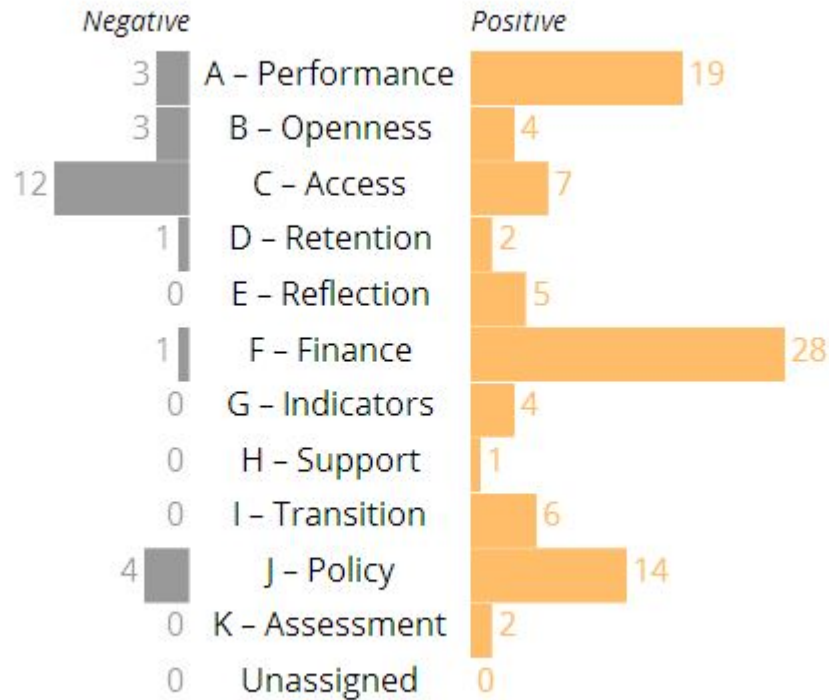
Type: [v] Hypothesis: [v] Polarity: [v] Locale: [v] Sector: [v]

OER Impact Map

Combines other maps

Supports filtering

# Hypothesis Reporting

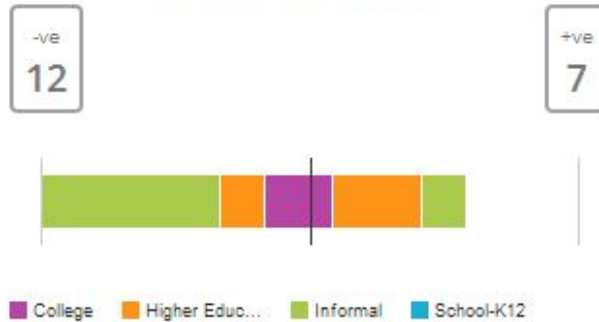


# Hypothesis Reporting

Sector Breakdown (-ve)

School-K12	Informal	Higher Education	College
0	8	2	2

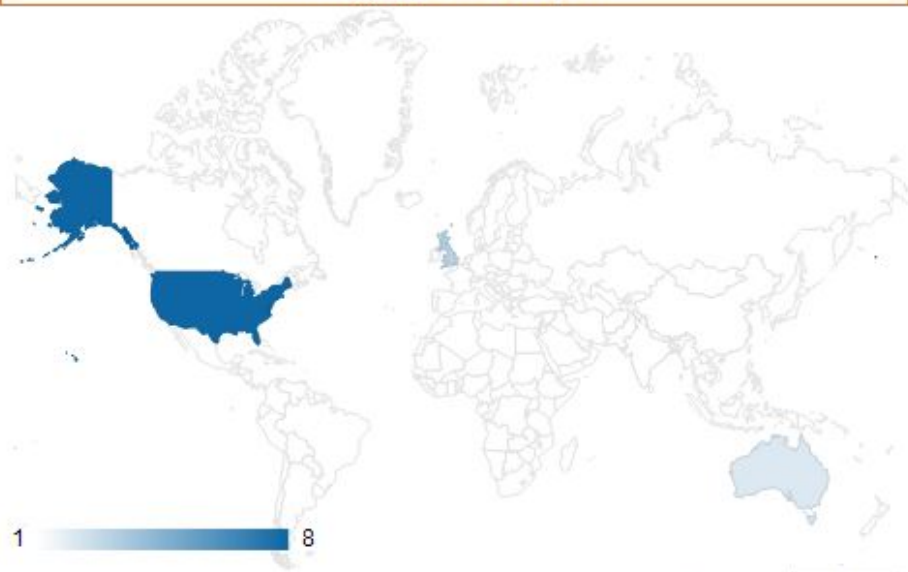
Balance of Evidence



Sector Breakdown (+ve)

School-K12	Informal	Higher Education	College
0	2	4	1

## Geographical Report

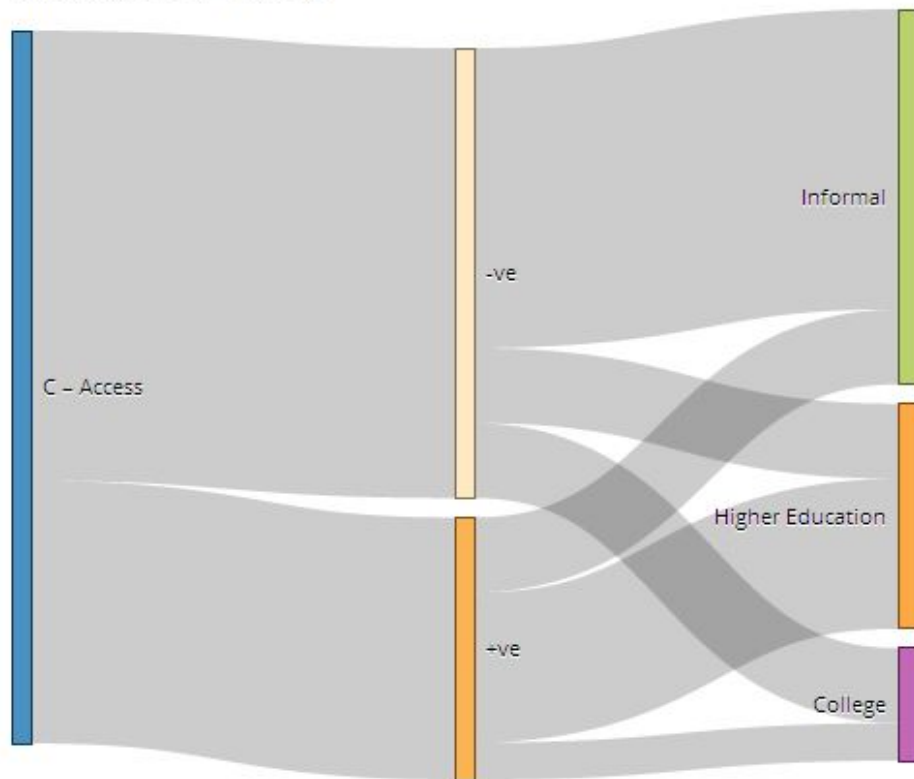


Filter map: Total ▼

Country	Negative	Positive	Total ▼
United States	6	2	8
United Kingdom	2	1	3
Australia	1	1	2
	1	1	2
Russian Federation	1	0	1

## Flowmap

Evidence flow - World



*Click on the table or map above to filter the flow diagram*













### Key Questions

- Can OER improve access to education?
- How does the profile of OER users compare with learners in traditional contexts?

### Highlighted Evidence

- [Widening access through the African Virtual Campus](#)

### Popular evidence against (-ve)

- [MOOC students are educated, employed, and male](#)   (+2 rating, 2 votes)
- [Poor uptake of open textbooks in Washington community colleges](#)   (+2 rating, 2 votes)
- [Offer of university credit for MOOC course has no takers](#)   (+1 rating, 1 votes, **rated**)
- [OpenLearn Users: 46% of Learners Have Higher Education Qualifications](#)   (+1 rating, 1 votes)
- [University of Pennsylvania survey reveals that majority of MOOC participants have college degrees](#)   (+1 rating, 1 votes, **rated**)

### Most Viewed Evidence

- [Study identifies a widening “language gap” between OER discussions in English and other languages](#) - 101 Views
- [MOOC students are educated, employed, and male](#) - 69 Views
- [Poor uptake of open textbooks in Washington community colleges](#) - 30 Views
- [Widening access through the African Virtual Campus](#) - 27 Views
- [Offer of university credit for MOOC course has no takers](#) - 26 Views

### Popular evidence for (+ve)

- [Widening access through the African Virtual Campus](#)   (+1 rating, 1 votes, **rated**)
- [Open Textbooks Improve Access to Educational Materials](#)   (-1 rating, 1 votes, **rated**)

# Summary



- A collaborative approach to OER research is recommended
- OER Impact Map is a tool designed for the needs of the open community
- Open methods for researching openness: openly licensed instruments; remix and reuse data; working openly; sharing
- Takeaway message: the whole is greater than the sum of the parts

# Next Steps



- Adding qualitative data analysis to evidence base
- Increasing the evidence base through desk research
- Plan for final phase of map development
- Case studies
- New collaborations?
- New hypotheses?
- School of Open course on open research; Open Data; CC-BY research tools
- Survey data 'exploration tool'

# Survey Data Explorer (prototype)

Students' view of the impact of OER on their studies? ▼

Age ▼

▸ Role X

▼ Age X

est.

<input type="checkbox"/>	19-24 years	42
<input checked="" type="checkbox"/>	25-34 years	39
<input type="checkbox"/>	35-44 years	19
<input type="checkbox"/>	15-18 years	15
<input type="checkbox"/>	45-54 years	15
<input type="checkbox"/>	55-64 years	12
<input type="checkbox"/>	65-4 years	4

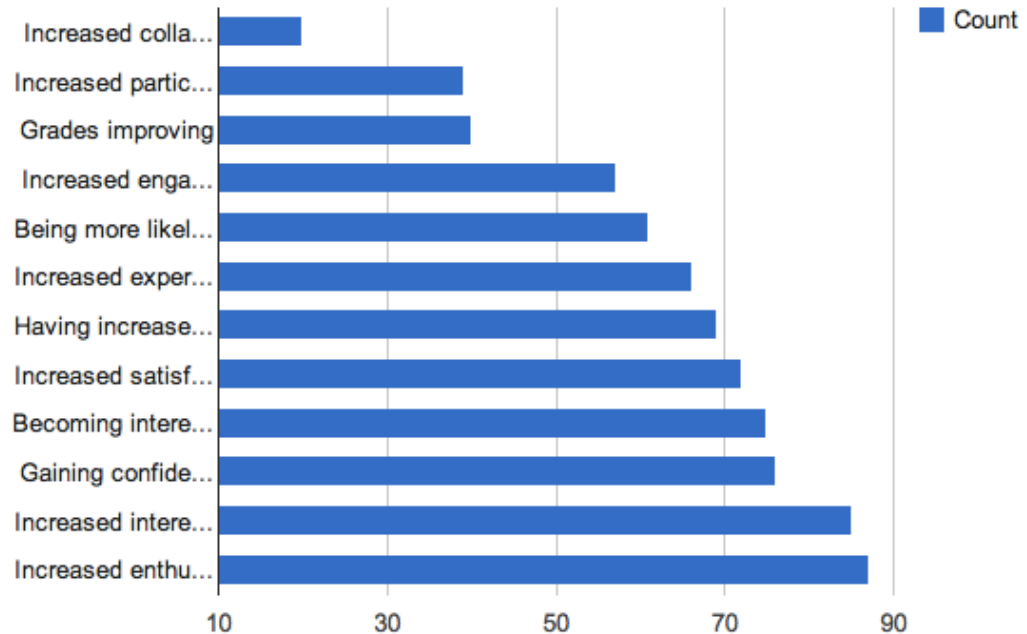
Chart

Marker Map

Summary Map

Summary Table

### Students' view of the impact of OER on their studies?



# Survey Data Explorer (prototype)

What are your main reasons for using OER? ▼

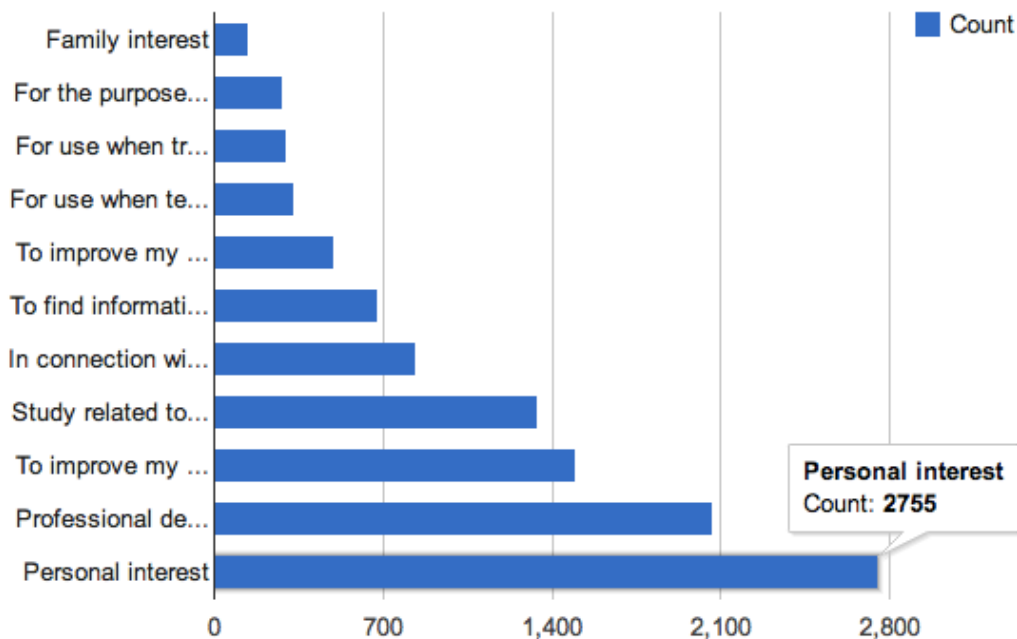
Role ▼

▼ Role X

		est.
<input type="checkbox"/>	Informal learner	2,317
<input type="checkbox"/>	Formal learner	438

Chart Marker Map Summary Map Summary Table

### What are your main reasons for using OER?



# Survey Data Explorer (prototype)

Do you consider yourself disabled? If yes, what is the nature of your disability? ▼

Age ▼

► Role X

▼ Age X

est.

<input type="checkbox"/>	25-34 years	1,156
<input type="checkbox"/>	35-44 years	896
<input type="checkbox"/>	45-54 years	735
<input type="checkbox"/>	19-24 years	685
<input type="checkbox"/>	55-64 years	392
<input type="checkbox"/>	15-18 years	192
<input type="checkbox"/>	65-4 years	135
<input type="checkbox"/>	Over 74 years	34
<input type="checkbox"/>	Under 15 years	34
<input type="checkbox"/>	no value	29

Chart

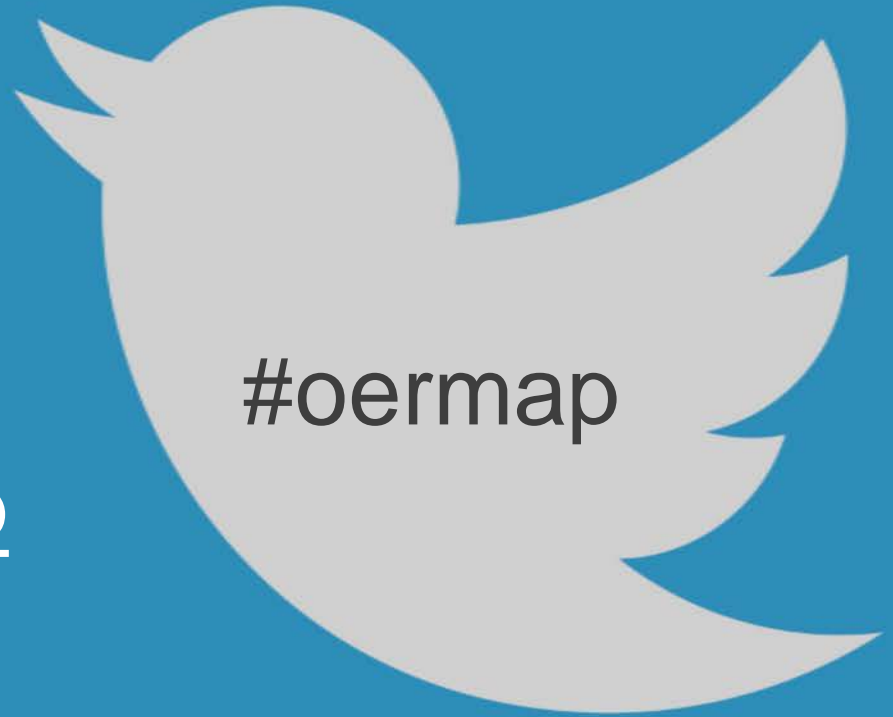
Marker Map

Summary Map

Summary Table



tweetmap  
[tiny.cc/oermap](http://tiny.cc/oermap)



#oermap

Get directions

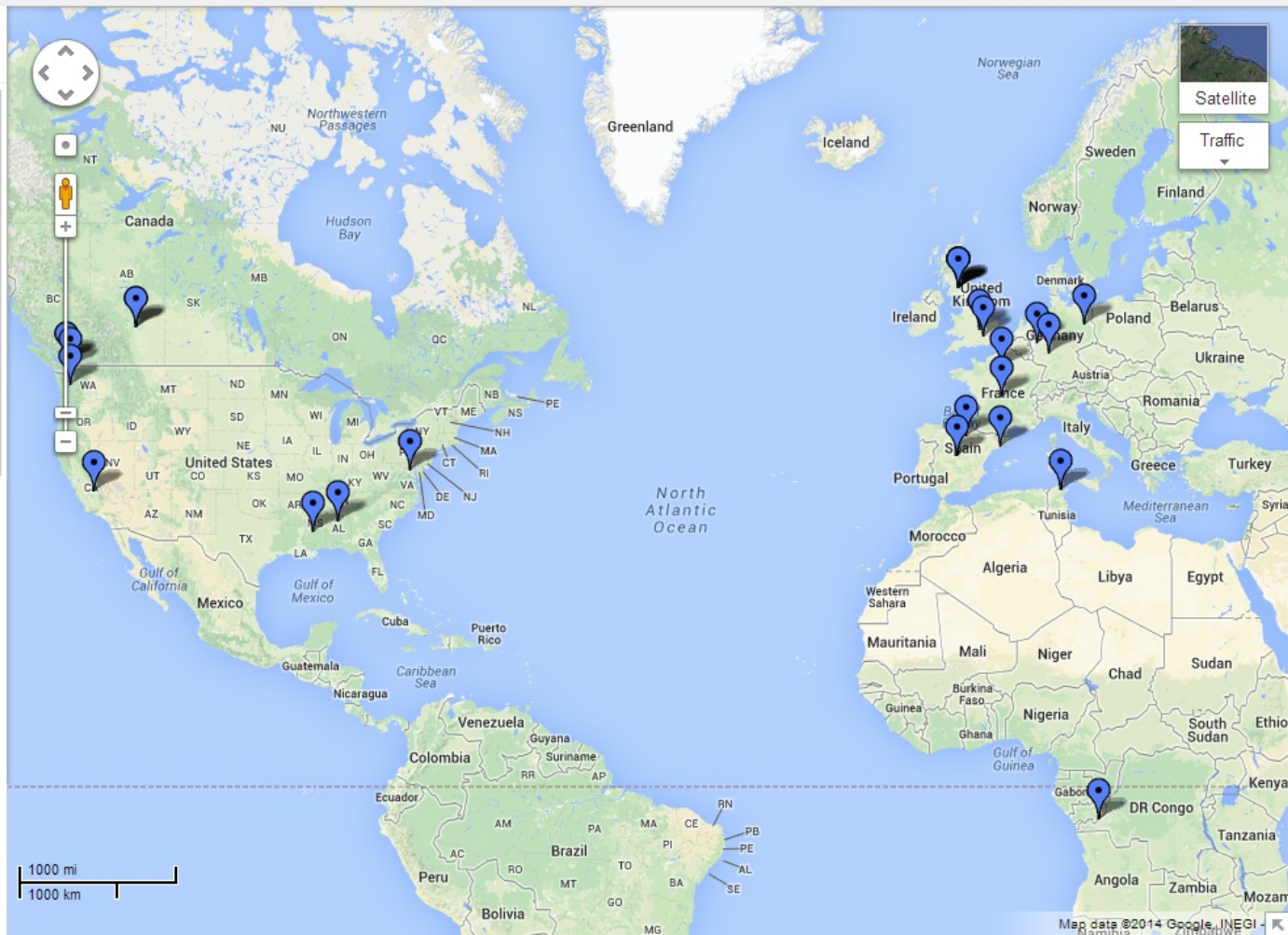
My places



Twitter #oermap OR oermap.org #OERRH OR #OERRHUB Contributor Map

Map of Twitter accounts that have used the #oermap OR oermap.org #OERRH OR #OERRHUB hashtag which include location data. Markers are listed by number of tweets in the archive

-  philosopher1978 (5 tweets)  
Education research professional with interests in open education, OER, policy,
-  BeckPitt (4 tweets)  
Researcher on @OER\_Hub project @OpenUniversity. All tweets are in a personal c
-  EdulearnConf (3 tweets)  
6th Annual International Conference on Education and New Learning Technologies
-  WhatLibrarian (3 tweets)  
a librarian on the loose in Whatcom county. Researching Open Educational Resour
-  IETatOU (2 tweets)  
The Institute of Educational Technology (IET) at the Open University - Technolo
-  OER\_Hub (2 tweets)  
Join us in building understanding of open educationView Profile Twitter | View
-  20MillionMinds (1 tweets)  
Dedicated to bringing #HigherEd into the digital age! #20MM & its initiativ
-  ADEA\_ICT (1 tweets)  
View Profile Twitter | View #oermap OR oermap.org #OERRH OR #OERRHUB convo grap
-  A\_Burkhardt (1 tweets)  
Geschäftsführerin von digitales ABC, der Plattform für digitale Bildung View
-  KristinePlastow (1 tweets)  
librarian interested in copyright, licensing, open education resources, teachin
-  Tastenspieler (1 tweets)  
#lrn21 #educator #lecturer #musician #oer #ipaded #wiki. Founder of #EdchatDE A
-  UNIDOC.org (1 tweets)





We want to put you on the map!

So let us know about OER activity  
and impact in your institution



Join us in building understanding  
of open education

Thanks for listening!

[oerresearchhub.org](http://oerresearchhub.org)

[oermap.org](http://oermap.org)

[rob.farrow@open.ac.uk](mailto:rob.farrow@open.ac.uk)

[@philosopher1978](https://twitter.com/philosopher1978)