

# APODE Webinar: Global Monitoring of the UNESCO OER Recommendation

Trish Chaplin-Cheyne, webinar on 1 November 2021 as part of APODE Week, organised by FLANZ

[Blog post](#), [recording](#)

**Kristina Hoepfner:** Thank you Simon for kicking off this APODE week for us. And it's now my pleasure to welcome Trish Chaplin-Cheyne to us to this first webinar this week. And she is the Director of Learning and Teaching Development at Otago Polytechnic where she's responsible for the Learning and Teaching Development Services team. These teams are tasked with ensuring the Otago Polytechnic programmes and courses are designed to best practice standards, that academic staff have the full range of knowledge and skills needed to facilitate learner success, and that learners enjoy an outstanding experience with Otago Polytechnic. In addition to that, she's also the ICDE Ambassador Oceania for OER and the member of the ICDE OER Advocacy Committee.

Trish joined Otago Polytechnic in 2015 as Learning Facilitator involved in the Designing for Learner Success initiative. Her areas of particular interest are curriculum and assessment design. And today she's focusing on OER specifically. And so in roughly first 20 minutes she'll give us a presentation for which you had seen an abstract on the APODE website.

After that we'll have a guided conversation where I'll be asking her some initial questions to get the discussion started, and then you all also have time to ask her questions. During the presentation as well as during the guided conversation, you are very welcome to put questions into the chat. I'll do my best to post them to Trish, and if that doesn't work, during the guided conversation already then we'll have the discussion, where you are also welcome to use your microphone. Now over to your Trish.

**Trish Chaplin-Cheyne:** Wonderful. Thank you, Kristina, for a lovely, lovely, warm, welcome. And thank you for having me here today.

There's I can see some of my colleagues from Otago Polytechnic. So that is, that is wonderful. Now. Kristina very kindly said that I do look after the Learning and Teaching Development team, but my area of expertise is, is sort of normally around building academic capability and teaching the teachers.

So do forgive me if I manage to muck up the technology at times. So I will share my screen. Okay. And. Just making sure that you can all see that.

**Kristina Hoepfner:** Yes, Trish, we can.

**Trish Chaplin-Cheyne:** Wonderful. Fantastic. Okay. Ko Trish Chaplin-Cheyne. Toko ikoa. Kia ora. Thank you very much for having me to share the work of the OER Advisory Committee. I will add just a wee disclaimer before we get started. And the discussion is that I'm actually really new to this role. So there will be some questions I will be able to answer,

and some that I might have to do a little bit more digging to come up with the answers that your request. So a little background for those that are, that are new to the OER movement.

And for those that are well-versed just bear with me a moment. So in education, we love acronyms. We put everything into an acronym and I know with Otago Polytech, as soon as anybody starts, we kind of give them these three pages - double-sided - of acronyms. So for those of you that are a little bit new, some of the acronyms that I'll be referring to in this presentation is OER, and that stands for Open Educational Resources. These are teaching, learning, and research materials that can be shared and provide educators with the ability to retain, remix, reuse, revise, and redistribute them for free and in perpetuity. The ICDE is the International Council for Open and Distance Education and were the group that is responsible for establishing the OER Advocacy committee.

So at some times you'll see this referred to as the OER AC. So all ambassadors have regional responsibilities and I am the ambassador for Oceania. So we work alongside the UNESCO OER recommendations. This guides all the work that we do. So my aim today is to highlight the work that we do that supports equity and inclusion across all the educational sectors.

Kristina, I can't see if there's any chats coming up. So just flag to me, if there's anything.

**Kristina Hoepfner:** I will.

**Trish Chaplin-Cheyne:** So on this slide, you've got all the ambassadors that are currently in this two year timeframe. So all members will be ambassadors for a limited term of two years with this section being completed at the end of 2022. So you can see that we have regional distribution with representation from Africa, Asia, Europe, Oceania, North and South America. So this allows for advocacy to reach and to gain knowledge from members from across these different regions with a focus mainly on the ICDE priorities, which are capacity building, policymaking, and internationalisation, plus the work of the ICDE in general.

So the Advocacy Committee was first established during the 27th ICDE World Conference held in Toronto in 2017 and with the aim to increase global recognition of OERs and provide policy support for the uptake, use, and reuse of OERs. So the term was renewed for one year in 2020 with a focus on the implementation of the UNESCO OER recommendation, and then renewed again in 2021 for a period of four years.

So this period of four years is broken into two, two year periods. The first mandate period is from 2021 to 2022 and is aligned to the ICDE strategic plan and more specifically to the ICDE activity plan. For the second period, it should be 2023 to 24, there will be an open call to all ICDE members to propose candidates for the remaining two years. Current and previous ambassadors may be renominated, but if you're interested, let me know. We'll be looking for somebody else for the Oceania region.

So the ICDE members and members of their ambassador group share the same mission and values, which are accessible, quality education to all people through online, open, and distance education. We, the ambassadors, aim to achieve this through focusing on advocacy, research that is aligned to the priorities listed on the slide.

So I'll just go through them really briefly. So we're really looking after SDG four, that is ensuring inclusive and equitable quality education and lifelong learning. Internationalisation enables us to bring together identities, cultures, languages, and experience that will enhance our collective knowledge and further understand educational needs.

Quality education: this is the right to not only access education, but also the right to receive an education of good quality. So in addition, the ICDE is committed to driving a global understanding of quality education.

Policy: so we need to work with and guide policy decision-makers so that we do have good solid standards for quality education.

Lifelong learning: we know how quickly education is changing. Digitalisation is, you know, ensuring that we actually need to be ahead of our game the whole time. So we are always looking for ways that we can upscale and encourage our academic staff to have the new skills and competencies that are required.

Technology: It contributes to the future of inclusive and quality education.

Open education resources: they help to meet the increasing global demand that we have for accessible, affordable, and free quality learning materials.

Student success is one of our core goals and why there is a need for flexible and open, online learning.

Celebrating success: so we have the ICDE Prize of Excellence, which is an annual award.

Leadership and education: so we're supporting educational leaders who then in turn are able to support learners' success.

And research and innovation to strengthen the quality of accessible, online, open, and distance education.

So all of what I've discussed so far stems from the UNESCO recommendation on OER. The recommendation was adopted in November 2019 at the UNESCO General Conference Conference, sorry, during its 40th session and focuses to support the creation, use, and adaptation of inclusive and quality OER and facilitates international cooperation in the field.

So these five areas of action that fall out of the recommendation, which are identified on this slide. So at an international level, the recommendation establishes a decisive step towards building open and inclusive knowledge societies and the achievement of the United Nations 2030 agenda. Also the implementation of the recommendation will contribute to achieving at least six of the sustainable development goals.

So we have SDG 4, which I referred to previously for quality education; SDG 5: gender equality, 9: industry, innovation, and infrastructure; 10: reduced inequalities within and across countries; 16: peace, justice, and strong institutions; and finally SDG 17: partnerships for these goals.

So. Being an ambassador with the Advocacy Committee, we're required to be available to advocate against the five guidelines on the slide. So we need to ensure that our advocacy is

focused on OER, that we must be available to contribute - to significantly contribute to this advocacy.

We're required to interact and collaborate with relevant organizations and stakeholders. And the expectation is to plan our advocacy actions, and we must be available to present ICDC or represent ICDC - ICDE. Well, getting all my acronyms muddled, at conferences, summits, and seminars.

So some of the activities that we've undertaken this year is number one, to support the development of the ICDE Global Advocacy Campaigns for open, flexible, and distance learning. So this has been achieved through advising on policy frameworks and campaigns to meet regional variations and needs to contribute to the development and dissemination of specific advocacy campaign, to translate messages related to OER and open education into different languages and to test them in various geographical and cultural contexts, to support and guide ICDE members in their advocacy efforts and connect them with relevant resources in key contexts.

So last week saw the end of the ICDE Global Virtual Conference, and we were supporting through presenting sessions, being part of the scientific committee for the conference, including peer review and selection of papers, submitting an article for a potential special issue of the Open Praxis for the ICDE conference and acting as session, session chairs.

So number three, we support key, ICDE projects related to OER. This is such as the Francophone African initiative and the Encore Plus Project. So to do this, we've worked consulting as a reference group and participated in project activities and events upon invitation and sharing communication material, project results, and cause for action.

So none of this that we, we can do on our own, and so we're always working in partnership and there - just some of the partners that I've put on the slide that we work with and the only differences with UNESCO, where we're actually working on a consultative basis. So up to now, I've already talked about some of the things that we have done as a whole group and where all the members and the ambassadors have worked together, but there are also individual work that's going on in our own geographical areas. So these next couple of slides are just going to show some of the recent work that the ambassadors have contributed to in our own areas.

So there's been two members of the Advocacy Committee that presented at the South African 2021 Research Colloquium. So this year's topic was open learning, flexible and blended learning, and post-school education and training. So the Colloquium showcased new and emerging research and open learning nationally and internationally and provided an opportunity for stakeholders to reflect on policy, strategy, practice, and how different teaching and learning methods can improve access and quality.

So next we move to Mexico. And this site just kind of roughly translated as comprehensive training. This is a web space that contributes to strengthen students' community values, attitudes, aptitudes, and abilities. So the aim is to achieve integration in the environment and the search for better living conditions.

It offers information, services, activities, and resources in different areas to assist in the development of students. So all the resources are in Spanish, except those that are focused

on teaching foreign languages, and the resources are being used for leveling academic skills and for online study of newly enrolled students.

So then we come to New Zealand. So we have the Digital Skills for OER sharing. So this has been a recent initiative that's been led by Wayne Mackintosh and two members of the Learning and Teaching Development team at Otago Polytechnic, Simonne Wood and Claire Good. So what has been developed is a site for digital skills for teachers in the Pacific islands.

It was released in the middle of September, from memory, and had over a thousand enrollments for, you know, its first iteration, which is, which has been really, really exciting. So the aim here is to upskill our teaching staff. You know, as we know, we can say, you know, we can put all these activities and have all these resources, but unless we have our teaching staff skilled as how to use them, it's not going to be of huge benefit.

So some of the other activities that we have been enrolled in, as long - as well as our, our advocacy is being enrolled in the ICDE Virtual Conference week in 2021. I'm looking forward to the ICDE Leadership Summit in 2022, international and national ICDE Advocacy Campaign, following the Encore+, following the Francophone Africa, UNESCO OER Dynamic Coalition, Network of Open Organizations, Open Praxis, IRRODL, Open Education for a Better World Programme, and many other conferences and publications, which really is keeping us pretty busy. So that brings me, I'm probably a little bit, a little bit too quick, Kristina. I'm sorry if I was, and that brings me to the, the end of my presentation. I'll stop sharing. Wonderful.

**Kristina Hoepfner:** Thank you very much, Trish, for this, for this great overview of the different initiatives around the world in regards to OER. And what I really like is to see the differences and the different focus areas that are being placed in the different area, so that it's also not just creating OER kind of for the entire world, but really looking at the local context.

And so my first question then for you and everybody else here in the room, please still feel free to put your questions into the chat because we don't have to stick to our timeframes of strictly 20 minutes presentation, 20 minutes guided conversation and so on, but we can do that loosely as it comes together in the webinar. So my first question for you, Trish, is then: how useful and effective has been access to OER in different educational sectors in response to the pandemic here in Aotearoa New Zealand and of course also world wide, but since you mentioned that you've only just recently kind of stepped into this role, of course, always only as far as you know and [inaudible] kind of has been shared with you.

**Trish Chaplin-Cheyne:** Absolutely. Gosh, it sort of turned everything upside down, didn't it really with the COVID-19? And still we're learning lessons from it. From an Aotearoa New Zealand perspective, I'll actually just take a step back prior to COVID-19. Otago Polytechnic has been - because we've held the UNESCO chair, we're actually having Wayne Mackintosh working with us very closely, and one of the sets of programmes that he has been involved in is the Leader. So Learning in a Digital Age. So we have been very lucky in that we have incorporated within three of our programmes, the Leader suite of courses, and this is all about learning on the internet and it's made up of four micro courses. So, this has been one aspect where we're really trying to encourage the uptake and use of OER resources in New

Zealand. The second initiative that I did discuss was earlier in the PowerPoint presentation about the Digital Skills for Sharing that has been developed for the Pacific islands.

So this was worked on for the first half of this year. And then went live in September and as I said is for teachers and learners, you know, providing an upskilling in the use of education technology tools. So the key for this is while our ed tech tools, you know, promote equality, it doesn't always encourage equality because just because the learning is online. So we need our teachers to be able to understand how to use these tools so that they are pedagogically sound and how this use will support and enhance and alter learning for the good, so whatever tools that are being used, that they must support the empowerment of marginalised and excluded learner populations.

So this is the main aim of this course and upskilling our staff or upskilling the staff and the Pacific islands. I will go a little bit into international cause I, I contacted the group and said, you know what are some of the exciting things that have happened post COVID? So some things that we do know is that MOOCs have increased, first with first-time learners registering from up to 40% in 2020. So that was actually equal to approximately 60 million learners. So that has been a huge uptake and as a full result or as a partial result of COVID-19 cause we know that in 2019 there actually was a decline in the MOOC degrees. However, in 2020 there was a small increase of degree courses being developed. And so there are now also 360 new micro-credentials that have been diverted, and so we're actually sitting, I think this is a roundabout almost 1,200 micro-credentials of 13 different types. So also the OECD is launching two new tools that are aimed to help countries build better - rebuild better and stronger as they come back from the COVID-19 pandemic and these are the COVID-19 Recovery Dashboard. So this, this is a set of indicators that measure countries, recovery efforts, recovery efforts against four parameters. And then there's the Regional Recovery Platform. And that addresses the challenge of tackling the unevenness of recoveries within countries. So it's drawing on internationally, subnational data across multiple indicators. So the ICDE is also compiling data on a range of topics to develop policy responses with the aim to pave a way for coordinated recovery and UNESCO themselves, are supporting countries to minimize the impact of school closures, learning losses, and wanting to adapt education system specifically for vulnerable and disadvantaged communities.

**Kristina Hoepfner:** Thank you very much Trish for this very comprehensive answer. And that kind of leads me to the question that Mershen has posted in the chat, which is a nice continuation of what you have already touched on in particular in regards to disadvantaged communities. And that is, "the SDG, so these Sustainable Development Goals, are meant to be disability inclusive. How is this addressed via OERs, especially for those in low middle income context who experience digital inequities such as Indigenous populations and people in the majority vote across Africa, Asia, Latin America, and the Caribbean?"

**Trish Chaplin-Cheyne:** That's actually a very good question. And I think there's still a lot of work to be done in that area. You know, as we, as we encourage the use of OERs, we need to be really sure that a lack of scrutiny on the resources, you know, well, I take that back, that there is not a lack of scrutiny on these resources that we really need to make sure that any of the resources that are encouraged for use do not marginalise people or ignore viewpoints from marginalised people. We need to make sure that there is a wide range of resources and not from a typical or a certain stereotype. You know, we, we're not wanting everything and do not condone everything that is coming from, you know, an Oxford

Cambridge model. You know, we're really wanting to encourage Indigenous authors and a wide range of, of resource materials. We want resource materials that are in all languages, not just English, and in that way, you know, we're, we're hoping that we can actually broaden and get greater uplift. The other aspect that you did bring up and, you know, incredibly valuable as well, is that COVID-19 did highlight the digital divide, which further triggered inequality in education. So, you know, this is due to an excess in electricity and internet infrastructure, data, and devices. So. And then also further to that where there is access, there can be further inequalities and bandwidth distribution, data, price, internet speed, you know, which are further shaped by socioeconomic factors of gender, age, employment, educational background, neighborhood, and household income. So a big question. I hope that I've answered some of it at least, but what we really need to do is to be ensuring that we are prioritizing free software, we're prioritising open formats, and we're prioritising that we actually do have a range of resources that meet the needs of all our potential learners.

**Kristina Hoepfner:** Thank you, Trish. For that because of course it's quite a huge area, kind of how we can ensure that everything is inclusive, does the OER Advocacy Group actually provide some guidance and suggestions for people creating OER to make sure that they keep things like screen reader, accessibility, or translation into other languages or working with visuals and being respectful of different cultures? Are there any tools available or guidance that help people creating those OER to actually be reminded about that, or actually take note of it, things that they might not have thought of before?

**Trish Chaplin-Cheyne:** So the requirement of the Advocacy Group is, is to be involved in policy and is to be involved as a support, as a reference group. So recently, we've been working with a Francophone Africa project, which is actually one of the leader courses that I talked about earlier, has been put into French because we have found that a lot of, you know, the materials are predominantly in the English language. And so, you know, we have worked as part of a team to review and support, the Francophone project. With actual saying, you know, 'use this tool over that tool', no, you know, it's really looking at what is best for the use for the people that are involved and actually, you know, coming up with a solution together.

**Kristina Hoepfner:** And then I'm just waiting for Bec to get back to me whether they have a microphone and can ask their question then during the discussion session because I think that it would be really good to talk about some Indigenous components in regards to OER. So in the meantime, has access toward the use of OER decreased or increased issues of inequality in education, Trish, do you have any insight into that?

**Trish Chaplin-Cheyne:** I probably did kind of touch on that a moment ago, but there was a collective case study that was undertaken in 2020, which was titled 'A global outlook to the interruption of education due to COVID-19 pandemic: Navigating in a time of uncertainty and crisis.' So this case study actually found that COVID-19 highlighted the digital divide, which triggered that inequality in education. That really there is no single solution. And so, you know, hence the need for alternative options for differing learners, people, cohorts, the need to prioritise free software, which I did mention earlier, and to create one of the key things that, you know, has been or has come to light since the COVID-19 and, and with us all moving as we did really to emergency remote teaching where, you know, we were sort of thinking about putting what have I done face-to-face and how am I going to get this online? And the next step now is to thinking about, you know, the pedagogy and behind some of

these tools that we've been using. And so, you know, it's really providing opportunities for our teachers to upskill. So we're looking at creating an open education resources bank that will provide information, you know, when is needed as, and when as needed for people to upskill. Think, did I answer that question?

**Kristina Hoepfner:** Yes. Thank you. Of course being here in Aotearoa and you being the ambassador for Oceania, the question - and that also having at least one participant here from Australia, the question from me is, where do you see something that is specific to our region and of how OER might either be used differently or our Indigenous context here in the country and maybe also the one in Australia, where do you see that responses to OER or working with OER might be different compared to some other countries or the global OER initiative?

**Trish Chaplin-Cheyne:** What is actually really exciting at the moment, and probably most people who are sitting in as participants here is Te Pūkenga and, you know, with the merge of the polytechnics and what we are actually hoping and have been working with Wayne Mackintosh is that Te Pūkenga will pick up OER resources and encourage the use through the sector. If that happens, you know, that would be the first time that we have, you know, a national uptake of OER resources. So that's one thing that we've been working on really closely. At this point in time, it's probably too early, as we know with the operating model has just come out and that sort of it's very high level. We're going to be waiting next for the organizational model. So, you know, it'll be a while until we'll be able to really show and tell what we've got, but it's that Wayne is in - Wayne Mackintosh is in meetings with us once a month, and so, you know, we're able just to be that kind of constant voice and saying, look, you know, these opportunities are here, these resources are here. So that's one key one that we're really hoping that we'll be able to get across the line eventually. Within, from an Indigenous aspect in New Zealand, not yet. But that's not to say, you know, it won't be that definitely need to have, te reo out there, you know, we have many courses and programmes in bicultural competency and, and we have some at Otago Polytechnic and, you know, to be able to have those programmes and courses available through OER would be fantastic. So it's a process as we're going through one step at a time.

**Kristina Hoepfner:** Yeah. And to also involve wananga in those projects in order to bring that theoretical and cultural framework in. And I would certainly like to see Te Pūkenga picking up OER so that they can get more mainstream and that it's not 'regular resources' and OER but that it is really [inaudible].

**Trish Chaplin-Cheyne:** That'd be fantastic.

**Simon Atkinson:** Yes. Hello. Thanks for that, Trish. You talked a little bit about the sort of database or data bank of OER resources. I'm going to be, I'm going to be slightly playing devil's advocate, slightly cynical and say, yeah, we've tried that before. We've had, we had Merlot, we had Jorum in the UK for some 20 odd years. The difficulty is, you know, you can take a horse to water, you can't make it drink. How do we, how do we get people to see the value of whatever this repository is going to look like in their practice? Is that, is it about training? Is it about, does it need to be a degree of carrot as well as a bit of stick? Maybe...

**Trish Chaplin-Cheyne:** [Chuckle] I think you've probably you've quite right, actually Simon, because we do tend to, to go back to the traditional, the tried and true, you know, we know

what we have grown up with and resources that we have used that we've grown up with and, you know, kind of that, that actually having that tangible hard textbook in our hands, but we have found that, you know, our online resources have produced sometimes if not better or equal and if not better outcomes for our learners. So, yes, I think there does need to be a bit of a carrot and a stick. I don't have the answers for that at the moment as to how - what they would look like. My passion is definitely to be upskilling our teaching staff before we can really, you know, expect our learners to use and incorporate, you know, that guide has to come from somewhere and we just can't sort of expect that it will just be sort of amorphic that it actually has to be driven and guided. Looking for input on that one if anybody's got any great ideas would be, be very keen. I think Gloria had her hand up. So not sure if that is, as it also has direct response or if you have a different question into, you know, kind of really opening it up to all of your questions. So please feel free to formulate them and put up your hand so that we can then ask them ask you to take the microphone or if you prefer, put it into the chat.

**Gloria Gomez:** Yeah, thank you very much for your talk. I'm delighted to learn more about OER. I have been doing my readings here and there, but this talk actually has kind of organised the thinking that, you know, I am slowly developing around the topic. I am a designer of educational technology and I have been doing this for more than 25 years since I was a student of graphic design, and my area is graphic design and interaction design. And I have been designing educational technology for that length, since I was a student until today. And when you talk about free software, like I have actually been part of the development of free software, but I think there is a lot of free software that is not very well-designed, that is not inclusive. So there are people who develop free software and then after a while they run out of money and they cannot continue supporting the free software. And this happens worldwide, not only in New Zealand and Australia. So how is OER helping us understand this issue around free software? Because yeah, we need free software, but we also need their research, development, and resourcing so free software can continue and some of the free software that either is out there belongs only to a certain group, and a lot of people that I know feel excluded from that because it's not properly resourced for variety of people. So I think this is very interesting, I mean, it's an aim, a goal, but how are we going to get there? And I'm very curious, and I will be happy to have more conversations about around it because I design software every day. So yeah, thanks.

**Trish Chaplin-Cheyne:** That would be great, Gloria. I think I'll take you up on that offer cause you know a lot more as I said in the beginning, software and technology is not my area of expertise. A lot of this has been through trial and error as you would know yourself, you know, wiki pages were used initially and then found that, you know, it - there were issues with the use of those. And so then have moved, moved on to other open software. H5P is one that we have been working with and have been encouraging use at work. Yeah, I - it's not my area, so I'm not able to give you a clear answer on that one. I'm sorry. But you know, I'd be very, really happy to discuss more and to learn from you, and also with Wayne Mackintosh who is very focused and looking always for different opportunities in different software, they can be utilised.

**Gloria Gomez:** I think that's a gap, a very interesting app to look into, as I said, you know what worldwide the different groups, because we like open source software. We like free software, but there's not very well infrastructured. I think the issue is infrastructure. So if the

OER would like to look at that one, you know, like put it in the agenda right there. Oh, there is a lot of people that would like to come to the conversation. So I would be happy to defer.

**Trish Chaplin-Cheyne:** I know the other one that's starting to look into blockchains. So [chuckle].

**Kristina Hoepfner:** Looking into the new resources. And I still remember, I'm pretty sure it was the first OER website that I saw that was Wiki Educator, which of course is, I believe one of Wayne's brain childs as well, and orhe's definitely been very, very active in there. It was really good to see the guidance that one also received in contrast to just a regular wiki in order to provide some ways of putting resources in there, putting educational resources in there and not just creating a wiki page. I'd like to go back to Bec's question and Trish, please feel free to put a follow-up on there because I'm not quite sure in which direction it was going to get, and that was "Was Indigenous language utilised in the work in the Pacific islands?"

**Trish Chaplin-Cheyne:** No, no it wasn't, and the reason that it wasn't was because it's gone to all of Pacifica, and so it, yeah, it wasn't indigenized into Fijian or Samoan or Tongan. There was, you could say there was general welcomes in the language but the rest of it was all in English, possibly something for us to look at in the future.

**Kristina Hoepfner:** Yeah. So I are there any plans from the Advocacy Committee to localise things more in that regard to make them also more accessible to people who don't speak English?

**Trish Chaplin-Cheyne:** Yeah, absolutely is. It definitely is, and as I said before, you know, we know that predominantly, the resources are in English and that's not meeting the needs.

**Kristina Hoepfner:** Yeah. Delphine kind of also goes onto from what Gloria had said, "I try to use only software developed on an open source license, for example, Drupal, so anyone can update it." And I think that also contributes to the sustainability of the solutions because they are not locked into a particular platform where it's then difficult to get out, but it's either standards based or one can take the output and to put it into another software and to work with it. Simon.

**Simon Atkinson:** Sorry, me again. I've got the opportunity to ask Trish lots of questions, so I'm going to take the opportunity [chuckle]. So, but back in the mid 2000s, I had the pleasure of working with a JISC funded project, one of these European collaborations trying to design open education resources. And I think my conclusion, I sort of build on what Gloria was saying about the need to have software and have sustainability and infrastructure. So my two pennies worth, I think one of the difficulties with OER is people only ever want to deliver a finished product. They're happy to share something once it's finished, but they're not happy to share all of the workings that went into developing it. And yet, in reality, of course, you almost always want to take any OER. You almost always want to peel something back and replace it or contextualise it or change labels or...So I think part of it is that kind of - the academic mindset, which is we like to share off our finished stuff, you know? We don't generally like to show off our workings [chuckle], we had this, we had this big project, you know, multi multinational partners and every, the whole point of it was to share stuff and people still delivered finished product. And then when you ask them to show their workings, they'd say, 'Oh, well, you know, yeah, we couldn't do that because it was in Catalan. We couldn't do that because it was, you know, you wouldn't understand it.' So I think that's

probably a cultural thing. So what I'm saying is cultural shifts are probably the biggest obstacle in any adoption to OER beyond what, you know, the technology platforms.

**Trish Chaplin-Cheyne:** I would absolutely agree with you Simon. And I think that, I think that is an academic mindset, isn't it? And the fact that, 'Yes, this is what I've done and it's perfect, and it's perfectly laid out. So we should be encouraged to share and collaborate right from the get go. Completely agree with you.

**Kristina Hoepfner:** I think maybe we can, can learn some lessons from software development where especially in the last few years it's become kind of more accepted to do more of the iterative development where you iterate over what you have been working on instead of the typical waterfall where you design something upfront, and then you deliver something at the end, but not taking into account that there was a time in between when maybe ideas and opinions shifted and therefore not really then designing for what people might want. We have five minutes until the end of our session. So I'm not seeing any other question in the chat so far. So I'm going to ask one, one very practical one, hopefully, Trish, namely, can you give us, your audience, three tips to get started with OER in the community? What are some three easy things for us to do? Maybe even already this afternoon.

**Trish Chaplin-Cheyne:** So the first is to actually, you know, go onto the site and start looking for resources, start thinking, you know, what can I use that is wholly online? What can I share that is wholly online with my learners. And then another tip. I actually really like, um, the H5P and looking at actually sort of gaining skills around how we can encourage our learners to one of my - what word am I looking for? I've completely gone - to encourage our learners to use so that, you know, we can get that interaction with them. So any little activities, whether it's a quiz through H5P, whether it's, a crosswords, um, dragon drops, you know, so having and using and upskilling yourself on some activities that will ensure that your learners are engaged.

**Kristina Hoepfner:** Thank you very much, Trish. These are some really lovely things because like with anything else, it's not - we don't need to start with the 'let's create something ourselves', but actually even just consuming things, finding things, and starting with something that is already there and then built on top of it so that we are even maybe using an existing OER and translating that into our native language or into another, into a language that we are learning, doing that maybe also with somebody else and therefore working with the existing resources, but then also graduating to things where we publish our own work.

**Trish Chaplin-Cheyne:** I'll just say one thing, Gloria, could you put your email address in the chat? I'll make contact with you? Thank you.

Kristina Hoepfner: And you can actually also go for a coffee because Gloria is also in Dunedin.

**Trish Chaplin-Cheyne:** Oh, fantastic. We will [chuckle]. Thank you for that.

**Kristina Hoepfner:** And, Trish, I'd like to thank you on behalf of FLANZ and also on behalf of the organisers of the APODE week for being our first webinar presenter in this week, now in November, 2021 and really appreciated your taking time to walk us through some of the

initiatives that had come about over the last few years in particular, also the ones this year and how we can work with OER, what we can do, and where we also still see a lot of things that must happen in order to be more - to create more equitable resources and have those more available, and so therefore for all of us, there is still a lot to do. So thank you for sharing that insight with us and getting us to work.

**Trish Chaplin-Cheyne:** That's wonderful. Thank you very much for having me. As I said, I'm very new to this, so I'm very eager to hear everybody's opinion and have our Oceania voice heard. Thank you.

**Kristina Hoepfner:** Simon. Do you want to take a last word as the president of FLANZ?

**Simon Atkinson:** I'm not going to try and share a presentation again, if that's what you're asking [chuckle]. So no, thank you. Just thank you very much, Trish. Thank you everyone for attending. There are, as I said at the beginning four more webinars for us within the region, within Oceania. Next one for here in FLANZ is single hosted version if you like, is a panel discussion on Thursday, all details on the website. Thank you very much for your time. Thank you.