



## **Drawing all Resources – Faculty of Arts, University of Brighton, May 16 2012**

### **Delegate Feedback through Questionnaire**

#### **Question – What made you decide to attend?**

- To gain a better understanding of the various issues, positive aspects and barriers to using OERs
- Continuing discussions on OER, finding out what others were doing, Hope that our experience might be helpful to others.
- The focus on creative subjects made it relevant to my area of practice. The themes were also very relevant.
- Interest in pedagogy and related research
- Was a speaker
- Very interested in the idea of OER's, Collaboration, and the sharing of Ideas, as well as building relationships within the community.
- I am interested in learning more about current practice in open educational environments
- I thought it would be relevant to understand a bit more about this in the context of my new job I start in a few weeks time as the Information Adviser for Faculty of Arts.
- It was my first HEA event and am interested in how other universities and institutions are working with OER's
- Variety of themes and speakers, opportunity to meet others with an interest in OERs
- It's a golden chance to meet and discuss radical approaches to education in the entire UK.
- Interest in the subjects and title of the conference
- I am interested in current development and debate in arts education and enjoy taking part in discussions. I was invited by a presenter of one of the sessions to take part in a Q&A re an OE project. Also for CPD.
- I have developed an interest in OER whilst studying at the OU for the Masters in Online and Distance education. I am currently doing some research on the subject, with some participation from our undergraduate students on BA Animation. I would like to contribute to developing open education practices in our Dept
- Good experience at past events
- I was assured me it would benefit my research and teaching
- I wanted to find out about issues facing those working with OERs in a field that I don't know much about, which I hoped would help me think about suitable technology approaches.

- I'm involved in OER and was really encouraged to see an event dedicated to arts Open educational practice and OER - the first for me
- To enable a further and more useful contribution to the development of Open Access resources
- Asked to present. But also very interested in Arts perspective of OER Subject area
- Area of interest and also Northbrook College were presenting
- Interest in subject area network
- I was invited to chair a group discussion on the subject. It sounded like an interesting thing to do - and it was. The fact that the organisers went out of their way to secure my travel funds was a very good thing to do in the current climate. I wouldn't have been able to attend otherwise.
- Contact with developers and users
- To consolidate my understanding of OER in art, design and media education and to meet with others interested in this phenomenon
- Asked to by a colleague
- Relevance to my course of study on the PGCE, also the opportunity to get involved and potentially network
- It is an area that I am researching at present.

#### **Question – What was the highlight of the day?**

- The open discussions. These gave a great opportunity for me to listen to the opinions and ideas of lecturers and tutors that have been in the industry for a longer period of time and at a higher level than I have previously experienced. The fact that many backed up ideas that I already had, and, shared similar feelings, offered a sense of reinforcement in the validity of my opinions. Furthermore this also made me feel that despite being a NQT, my thoughts, ideas and approaches to different issues in teaching were valid, and not something entirely separate to that of existing and highly experienced professionals.
- I thought it was all very good (except perhaps for the keynote address). The session by Chris Follows on Process Arts was particularly useful and relevant.
- The variety of presentations on offer from very specific to more general projects. The range was excellent
- Lots of opportunities for discussions with colleagues, made some really useful connections which I am following up. Wide ranging aspects of OER use in A & D covered. And of course, fish & chips on the pier afterwards!
- Seeing that I'm not the only one to be foiled by technology! Seriously, though, the delegates made it a great experience.
- I was only there for the morning but enjoyed the discussion on The Best Use of Infinity?
- Key note speaker
- Meeting so many people from an arts background OER is usually dominated by stem subjects
- The highlight of the day for me was catching up with fellow OU Score Fellowship colleagues and Brighton University Conference Organisers.
- Keynote speaker Paul Gerhardt's presentation really interesting and also liked the approach of the Sally Potter archive (SP-ARK).
- Well basically the excellent choice of sessions to go to. Sadly I could only

I really enjoyed the keynote speaker, Dr Paul Gerhardt, and the important impact, a well designed and accessible archive (s) that he spoke about would be to both students and practitioners. It's hard to pick a specific highlight as all of it was interesting and gave me something to take away. In terms of who spoke closest to what I do and how I can apply what she has successfully put into place, I suppose that would be Clare Harris from Brighton.

- I really enjoyed the presentation on the Sally Potter Archive, also the presentation on the Zandra Rhodes OER project.
- Personally I found fascinating the energies and commitment of the speakers whose talks I attended
- The discussion session 'The best use of infinity?' Also learning about some artist films in the keynote.
- John Casey's talk, and the excellent keynote speech. Unfortunately I missed the practical workshop which I suspect would have been another highlight.
- Panel on user experience was excellent and the discussion about quality was nice as it had a more open format. I like the array of formats so you can have different kinds of engagements throughout the day
- Paul Gerhardt's keynote was engaging and thought provoking
- Opening presentation (Paul Gerhardt) was a very good overview, but also what became a discussion with PGCE students from Northbrook College was a highlight.
- I really enjoyed the opening keynote and talking with people from the sector
- All presentations were interesting and useful, including the keynote speech - to pick one rather difficult but I found the Chris Follows presentation particularly engaging
- All the sessions I attended were very interesting so i wouldn't want to pick an individual one out. But it was very good to meet people involved in projects i had read about.
- It was all positive. The presentations were interesting and insightful; and it's always good meeting up with new people facing similar challenges. My highlight was probably catching up with fellow 'short-term OER fellows' and being able to compare notes as to what we had achieved.
- The shared, open discussions that took place, really positive atmosphere. Adam Proctor and the SP-ark project
- Networking.
- Debating the issues around the policies of FE/HE that impact on OR and VEs
- I enjoyed Chris Follows talk, and I thought it led to an interesting discussion
- Meeting colleagues and making new contacts

#### **Question – One thing you learnt?**

- The importance of making OERs user friendly
- New archives opening up
- That i'm far from being th eonly person in the OER movement who would love to see the term "OER" replaced with something more user/public-centric.
- OER lacks definition
- Success of 'free modules'
- That attitudes change slowly
- That others have had positive and negative experiences with their OER projects.
- Ideas for sharing resources via collaborative website (process.arts) also a lot of digital tools I was unfamiliar with

- The amazing archival potential as presented by the work on the Zandra Rhodes collection and how much the student experience can be improved from online samples and 'what to expect' items around portfolio preparation and interviews.
- That OERs have a positive effect on student recruitment
- As I'm in the process of working towards my dissertation, I found illuminating two or three suggestions I could take away from the last group discussion with people older and more aware than what I am.
- Never to miss conferences when they look this good
- There are as many different ways of interpreting and applying concepts and practices of open learning as there are lecturers.
- The importance of getting senior management to buy into the process, so far I have approached this mostly at a grassroots level, but it seems this may not be productive without the higher-level support
- Concept of 'relational quality'
- Teaching and support staff in art design and media HE are very open and supportive of sharing views, ideas and resources
- The idea of CC licences allowing creative engagement with archive material. (from the opening plenary) Also, the technology-features-experience maturity model mentioned in Adam Proctor's UX in OER session.
- That the movement is progressing slowly but progressing, more sector gatherings and essential
- Future of e-learning, websites etc as a valuable contribution to institutional learning
- Good to understand that Falmouth are looking into how they could offer credit for people using their OER and taking the course.
- Keep plugging away; we are all in very similar circumstances.
- That the solution is out there, you just need to talk to someone . . .
- The meaning of the four-letter acronym TINA
- We need to have more support for early adopters of technology.
- Something interesting cropped up in the session I chaired, which was about quality in OER - specifically, how do we ensure or even check for quality. I mentioned that some OER were factually incorrect, and an interesting conversation developed along the lines of: in an arts subject, what does truth really matter anyway? While I wouldn't say that I necessarily \_agreed\_ with this position, I did admire the stance and I learnt a lot from it on the theme of perception.
- New website links
- How far some universities, e.g. Falmouth, have gone down the route of OER
- Don't rely on other people's technology
- That my thoughts as an NQT are just as relevant, and in this instance, sit very closely to those of other tutors
- That there is some excellent stuff out there already - don't invent the wheel - use available templates

**Question – One thing you will do as a result of attending?**

- Attend more. From a PGCE perspective, this sort of event is incredibly helpful, it strengthens resolve and also allows one to draw upon others opinions and experiences. As an NQT it will hopefully help me in making that step towards being more open, and willing to share resources and examples of good practice
- Make some content for process arts and see what happens

- Provide more information to my learners, links to resources and other sites
- Taking up Process Arts at our institution, and meeting Learning Technologist from UCA to demo our VLE/portal site at later date.
- Follow up on some offers of funding for future OE projects at my institution and offers of collaborative projects.
- Disseminate to colleagues
- Get in touch with the OU to discuss collaboration
- Continue to develop and expand our use of OER material and Practice.
- Considering setting up a cross-discipline open website for the sharing of resources within my department.
- Follow up a contact I made with a member of academic staff.
- I've been asked to put together video tutorials and have not felt confident about it as there is so much out there better than I could do. But, what is missing is actually targeting what the students I teach actually need. With that in mind, I am thinking of creating a questionnaire like the one Clare Harris used to target where she could focus her video and other learning materials. Then put together a series that is focused to my students.
- Contact colleagues within the Faculty to discuss possible collaboration.
- Consequently, it will inform the nature of my dissertation.
- Develop further research
- Continue to try applying principles of open learning in my planning, as far as possible - a lot probably depends on where I end up working.
- Talk to colleagues and write up the work we've been doing within the modules for the Faculty conference.
- Research the idea of relational quality, follow up with a new contact for a future project on collaborative learning
- Follow up on work of presenters
- Try to identify technology implications arising from what was discussed. Hopefully there will be enough to summarise in a blog post.
- Collaborate with contacts
- Use Moodle more constructively - contribute to Open Access websites eg Process Arts
- Keep in contact with relevant people to help support their work and inform mine
- Look for additional funding to support my OER initiatives. Keep at it!
- Take the lessons learned (and unintended consequences) through the Northbrook OER project into the college and into the wider HE community.
- Use the process arts site and encourage students to do likewise
- I'm thinking of applying for a PhD in teaching design and new technologies
- Hopefully I'll get over the flu that I picked up in Brighton! Other than that, I'll take back the key messages to my manager.
- Share information on resources with colleagues in my department at an LTA event
- Contact some of the participants and engage in further discussion
- Continue with out per program

**Question – The greatest challenge for creative practice disciplines in developing more open educational practices?**

- Notions of ones work being sacred. That individuals have intellectual property rights, and therefore do not wish to share their work, as it is theirs, and their 'intellectual

- property'. Ideas and theories are simply a product of experiences, by being willing to share this, we can develop our practices further, collaboratively, not individually
- Getting our own institutions to open up from a silo mentality.
  - Having the technology and money to back up OER sharing
  - Staff development and engagement
  - An understanding of the vital role creative subjects play in education - and how they influence innovation and contribute to the economy and knowledge base within the UK and abroad.
  - Funding
  - Protectionism; over coming the ideas pertinent to 'giving away the family silver'.
  - Change of culture (management, admin and teaching)
  - Maintaining the momentum of OER practice within the institutional Hierarchy
  - Time! The competitive nature that is developing in the current higher education system (Including the upcoming REF)
  - I think time is the biggest. At least that is what I think about first, do I have the time in the midst of everything else I need to do to dedicate to participating in developing blogs, videos etc. But, I suppose another big barrier could be universities and university departments with territorial type of attitudes. And lastly, ignorance around what they are, how to connect into what is already there and how to participate.
  - Time and money. Lack of funding to develop open educational practice is a major hurdle.
  - From a very personal point of view, a concern which was also shared by other participants to the conference, I would like to see more awareness of the importance of delivering clear online contents: the overall graphic experience of the user. This could be obtained by 'reducing' the background noise in web pages, i.e. clearer interfaces and dynamic content organization. The second point I'd like to clarify with my dissertation regards what was defined during the group discussion as 'quality control in OERs', which I will be able to explore (hopefully) from a philosophical point of view. The challenge here for OERs is a possible redefinition of the role of the experts (visit [website] <http://www.radicalphilosophy.com/commentary/pirate-radical-philosophy-2>)
  - The passions aroused by questions of copyright ownership. The prospect that the lecturer will no longer be the sole fount of interpreting knowledge probably threatens a teacher's professional identity.
  - Copyright. Also, research budgets and cultures (see p.8).
  - Encouraging institutions and departments to support open educational practice through policy staff development
  - Sorry, I know nothing about creative practice disciplines so can't really comment.
  - Creating in-house/sector online content environments, having primary OER content stored outside commercial 3rd party channels like iTunesU, youtube, flicker etc
  - The Institutions themselves plus the probability of reduced or lost employment in traditional workshop/ studio practice
  - How to make their content open (in terms of transferring the learning from one mode to another, one that can be easily distributed and understood)
  - Institutional support; decent hardware and software.
  - That they are based in sound pedagogic practice and not technology.
  - Combining inclusivity and quality whilst remaining employed
  - Some of the challenges are... a) Out of date software we have CS3 (here at grand parade) -its been out of date for over 4 years now. Not really sending out the right message to the students or me and prevents the developing more open educational practices. b) We need to all keep an eye of current practices and skills- and keep up

- with them - Universities shouldn't be playing catch-up - they should be leading the way. c) A platform that works for presenting the material.
- It's all about time and money, as ever. My manager will say, 'What's in it for us?' I do like the O.U. model of giving away 10% of a course for free and hoping that the student will pay for the other 90%. I can see that working as a business model.
  - Copyrights
  - Re-imagining the output of one's creative practice in terms of openness
  - Not being paid for the work I do.

**Question - The greatest opportunity for creative practice disciplines in developing more open educational practices?**

- Continue to develop events in which people can debate, discuss and share thoughts and ideas relating to aspects of their practice with others. If individuals can begin to develop and share ideas in environments such as this, eventually they may be more willing to share with the wider community
- The opportunity for cross department / subject / institution collaboration
- Sharing portfolios, digital media and links with other institutions
- Demonstrating the excellence of A & D pedagogies to wider audience, resisting the utilitarian approach to education.
- Getting the public aware of the availability of free creative subject courses online. Linking creative open education to employability, upskilling and innovation is a key factor in their sustainability.
- Licensing of open educational resources
- Collaborations leading to increased creativity.
- To change their culture
- Is for Institutions, Individuals, to collaborate, and share resources and knowledge worldwide.
- Archival collections is huge I think. Particularly around how much information can be archived in very interesting ways - visual, sound, smell, interactivity with the collection. And how easily access will be achieved for users, student, researchers and practitioners. Also, developing communities that are inviting and useful even before a student's first day at Uni and in support throughout their time at university.
- To learn from each other and to encourage sharing
- Creating a more collaborative, inquiry-based learning climate - moving towards a praxis application of curriculum.
- A massive pool of creative talent among students and staff. (But will it be fully utilised? see p 8)
- Collective knowledge building and innovation from seeing the ideas of others
- To develop an enthusiastic and proactive community of teachers, students and professional practitioners
- Sorry, I know nothing about creative practice disciplines so can't really comment.
- Sector to work together
- Sharing good practice at all levels
- Bringing creative approaches to OER delivery and presentation.
- Diminishing resources in the sector and the need to work much more creatively in sustainable ways.
- A shift in cultures to one that is open, shared and continually improving.
- The capacity to network intelligently using new technologies

- I am now able to deliver workshop content more closely aligned with coursework content. And work in creative virtual learning environment
- I like the idea of sharing and creating a learning community, in this field or in any of the other fields in which I work (primarily health and psychoanalysis).
- Our creativity
- Realising a genuine collaborative practice
- ibooks & photoshop 6

### Question – One thing that would help?

- Educational reform, down with capitalism!
- A government and culture that supported art & design Degrees
- More conferences like this one, embedding OER practice in Creative Arts PGCE courses.
- Funding. Even small-scale awards are enough to lure people into starting on projects, and once engaged, often become champions.
- Government acknowledgement of the importance of the creative industries in the UK - and the education/subjects that supports them.
- Opening up national audio visual archives
- Follow up forums
- Collaboration between institutions to create/use OERs - a big step and actually use them in teaching
- If there was more collaboration between Institutions and Industry with creation and dissemination of OER Material
- More time and training. Collaborative seminars across different institutions.
- I'm not sure... at the university where I teach I can talk about it, give suggestions and participate in what ever way makes sense for me to participate.
- Convincing upper management that they need to invest in OER creation and development, both to support current students and to attract future ones.
- Less fear and complacency - more sharing and experimentation.
- More support for grassroots OER production and small-scale pedagogic research, to move to a 'free exchange' model, instead of yet another one-way top-down process of "production by a few, consumption by many". The latter may seem as a more economic scenario, but there is a number of risks here too
- More university support for projects and better infrastructures for enabling technicians, academics and students to work together
- Wider dialogue within departments to support online practices, resource use and creation
- Seeing the videos/notes/write-ups etc from other delegates.
- Cross sector communication
- Maintaining the HE Academy subject centre as a pivotal force
- More knowledge sharing across disciplines.
- Not sure.
- More days to share practice followed up by time to apply knowledge, often projects have a final outcome when the real value is beyond the project.
- No panacea, but in my institution we desperately need some serious investment in mobile/personal technology for staff and students
- Not sure! - We need to have more support for early adopters of technology.
- Recognition of staff time for development rather than having to do developments in our own time.



- Inspiring examples of such collaborative work
- Being given time and money

**Question – We are collating information from the day do you have any links/resources you would like to share?**

- Already sent through.
- <http://film.britishcouncil.org/british-council-film-collection>
- <http://chronicle.bufvc.ac.uk/>
- <http://stream.northbrook.ac.uk/OER/> <http://www.scoop.it/t/opening-up-education>
- Not at this time. I do provide students with great resource links around their subject and projects. There are so many.
- Screen Search Fashion  
<http://www.brighton.ac.uk/screenarchive/fashion/index.html>
- I would like to share this presentation from another conference I have found particularly inspiring:  
[https://docs.google.com/viewer?a=v&q=cache:G8dl62UH5EoJ:www.adm.heacademy.ac.uk/library/files/events/adm-creative-l-t-ravensbourne-29-nov-11/adm\\_rave\\_corazzo.pdf+&hl=en&gl=uk&pid=bl&srcid=ADGEEShiSd\\_2FXe\\_vO3ywFE\\_aledWNYWbR6T-kUzX10ruXOPYMKeYElm4OqkejAWIISdTaj5GotOAOXUNupC1py2p-HXoxkIVkX7YrJ81PnoSj-uy\\_UoTr2vZV0-R8DcJ\\_MUZ0RQEZEH&sig=AHIEtbRWIEKEyfKBLcGkbnFlodfBqjQxng&pli=1](https://docs.google.com/viewer?a=v&q=cache:G8dl62UH5EoJ:www.adm.heacademy.ac.uk/library/files/events/adm-creative-l-t-ravensbourne-29-nov-11/adm_rave_corazzo.pdf+&hl=en&gl=uk&pid=bl&srcid=ADGEEShiSd_2FXe_vO3ywFE_aledWNYWbR6T-kUzX10ruXOPYMKeYElm4OqkejAWIISdTaj5GotOAOXUNupC1py2p-HXoxkIVkX7YrJ81PnoSj-uy_UoTr2vZV0-R8DcJ_MUZ0RQEZEH&sig=AHIEtbRWIEKEyfKBLcGkbnFlodfBqjQxng&pli=1)  
(Sorry the link is so long - no option to insert hyperlink in this questionnaire!)
- Not at the moment, but there are some conferences papers in the pipeline for this summer that I could provide the links for later in the year (if all goes well).
- I'm creating my own open access file store on my blog this summer  
<http://wethinkingtheclassroom.wordpress.com/>
- <http://dial.myblog.arts.ac.uk/> <http://process.arts.ac.uk/>
- Not at the moment
- On submitted powerpoint.
- All work/s created through the OER project at Northbrook can be shared. We would also be happy to host an OER event, maybe a shared event, University of Brighton and partner colleges.
- I'd guess that any sources I already use are well known to you, but ubuweb is a gem in my area
- Not yet
- Not as yet

**Any further comments?**

- From a PGCE perspective: The day as a whole was excellent, it really opened up opportunities for me to challenge, support and refute theories and suggestions. It was greatly helpful in my development as an NQT the benefits would have been even greater had the opportunity to attend this event occurred earlier in the course, as many of the discussions helped me develop existing ideas and conclusions from past projects. I also feel that several of these events would have been particularly

helpful, as initially I felt quite subdued. Being a PGCE student, I felt my opinions may not be as valid as those of others, this, however, was not the case, and if there was the opportunity to attend more I would certainly be more forthcoming in the discussions. OERs & my opinions. Personally I feel that OERs are something that should be developed and shared, and events such as this will help with that. There seems to be a fear that OERs will destroy the education system, however I believe it will strengthen it. And these events are the way to demonstrate and develop this, it assists us in becoming part of a bigger wider community, where we can share education, thus, improving teaching practices and assisting a larger community of learners in their development as practitioners and specialists. The biggest area of concern that seemed to arise was that OERs meant the role of a teacher became null and void, anyone could potentially learn by accessing resources remotely and online, as an extreme of distance learning (almost self led, self motivated distance learning). However, I see this as an opportunity to develop teaching as a practice. Yes anyone can potentially pick up a book and learn something, but the role of a teacher/lecturer/tutor is to be a catalyst for that learning, and therefore, as more resources become available a teacher must become a greater improved catalyst. OERs are just part of a changing time, and those who worry about OERs are just worried about being able to change also

- Some practical problem solving / sharing good practice workshops might be very useful for the next one? Although a number of delegates I spoke to said how practical this event was compared to most!
- Really useful and enjoyable day.
- Was really enjoyable - particularly the discussion sessions. Ideally an annual event?
- Really enjoyed the day and found it really useful in terms of presentations and chance to network with other institutions and colleagues.
- I had a great time and found it both interesting and inspiring.
- The day served as inspiration to re-think what we are doing (not doing) with OERs and to look to others for models of best practice.
- It was really a useful and informative experience. Thank you.
- Thank you for the smooth and friendly way this forum was conducted. Communication throughout has been excellent.
- It was a very stimulating and enjoyable day, thanks very much for organising it!
- Thank you for another great event! Best of luck to everyone in whatever comes next.
- Fantastic day thanks to all the great staff at Networks Brighton
- It was lovely to spend a sunny spring day in Brighton, I'm so pleased you chose to have the event at "home" rather than somewhere "more central".
- It was a really great event, thank you.
- A thoroughly useful day from the keynote lecture to the discussion / workshops. This is a developing area and sharing ideas and good practice serves to promote a certain amount of anxiety, perhaps coming from more traditional institutional methodology
- Great day. Maybe good to see discipline crossover in terms of where other disciplines have supported creative practice or vice versa.
- Really enjoyable day - really glad I made the effort to attend and to make a contribution.
- Brilliant day, thank you for organising.
- For all the emphasis on OERs and new technologies the forum highlighted the crucial educational role of face to face dialogue, debate and argument
- Thanks for organising this

