Open Educational Resources – Tell me what you want, what you really really want.

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Content

- Need for Resources at Northampton

- URB@N

- What should be included in a Educational Video (you decide)

- Our results (Quantitative / Qualitative)

- Existing Literature

- Top Tips

- What's next

Open Educational Resources (OER)

"digitalised materials offered freely and openly for educators, students and self-learners to use and reuse for teaching, learning and research" OECD (2007)

FOR

- Resources are available for sharing

- Learner – centred teaching approach

- Developing Countries

  Education is sharing. Education is about being open. Wiley (2010)

AGAINST

- Too much – lack quality

- Importing content without understanding

- Materials are not re-used

one of the main barriers identified by professionals, policymakers, and learners for (re)using OERs is the uncertainty as to whether higher education and adult education resources are appropriate and match the learners' own educational contexts' Richter et al. (2013)

Background

- Creative Commons licence – 4R's

- 2009 – 2102 UK government funded OER programme (managed by JISC and HEA)

    Open Educational Quality Initiative (OPAL)

    The Open Learning Network (OLNET)

    ORIOLE project

    SONET project (Nottingham)

- MIT Open Courseware / Connexions / OpenLearn UK

- Jorum, Ted Talk, You Tube

Background

- April 2012 brief was given to LLS to provide information skills repository.

- Shift staff skills base

- [Solution - Skills Hub](#)

- caused the problem – How / What / Why?

  (not taking into account technical how – camtasia/ videoscribe/powtoon etc.)

Urb@n - Methodology

- What is Urb@n

- Questionnaire – quantitative analysis

- Focus group / Interviews

- Intro video - Powtoon

- Video of Nadach

What should be included in educational video – you decide

- Music
- High Production Quality
- Humour
- An academic
- A Presenter (on screen)
- Animation
- High Content
- Time – less than 5 minutes
- A quiz
- Visual Examples

Our Results - Quantitative

- 94% of students who responded watch educational videos

    Of those; 71% watch videos related to course only

    26% watch videos related and unrelated to course

    3% watch videos unrelated to course only.

    Which gives 91% of all students who responded watch educational videos directly for their course

Our Results - Quantitative

How important are the following components of an educational video

Content	Animation	Music
Visual Examples	Humour	Do not see presenter
Production Quality	Quiz	Produced by an academic not at UoN
Recommendations from lecturer	Seeing Presenter on screen	Produced by a non academic
	Produced by UoN staff	

T-tests found no significant difference for any of above components for gender or level of study

High correlation

No correlation

MOST IMPORTANT

LEAST IMPORTANT

correlation with overall importance

animations

presenter on screen

produced by non academics

quiz

humour

visually see examples

music

content

do not see anyone

production quality

produced by staff not from UoN

lecturer from UoN recommends

produced by staff from UoN

mean level of importance

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Our Results - Quantitative

How long should it be?

	< 5 mins	5 – 10	10 - 30	>30	Total
Male	9.1%	51.5%	24.2%	15.2%	100%
Female	18.4%	49.0%	24.5%	8.2%	100%

p = 0.559

	< 5mins	5 mins +	Total
Undergraduate	9.5%	90.5%	100%
Postgraduate	57.1%	42.9%	100%

p = 0.006

Our Results - Qualitative

Added Value

- **I will watch a video as I think it should be more beneficial to me...otherwise I will read a book (which is my preference)**

- **If a lecturer recommended a video, I would watch it, but it would depend if it addressed which it needed to (same as book list). I would look, but it would have to be of benefit to me to keep watching all of it.**

- **It showed you.**

- **It is better going through examples**

- **I would watch an educational video as long as I feel it is showing me something**

Our Results - Qualitative

Content

It's all about content. If video is not delivering content I will find it in a book or somewhere else

Our Results - Qualitative

Time

 I was picking the videos based on their lengths, I don't think I would sit for the whole 16 minutes

It says part one, so I wonder how many parts there are (group laughs)

Our Results - Qualitative

Production

- **The speaker was not looking towards the camera**

- **The background was quite distracting, I sort of drifted**

- **To be honest the first minute of him talking I would have closed it, it was the presenting style as well, he had his script in front of him, and it was not rehearsed well.**

- **I think the animation was good but the way they were speaking, I don't think I could listen to that any longer than 2 minutes**

- **I find that when it's just someone talking on screen , I find it boring.**
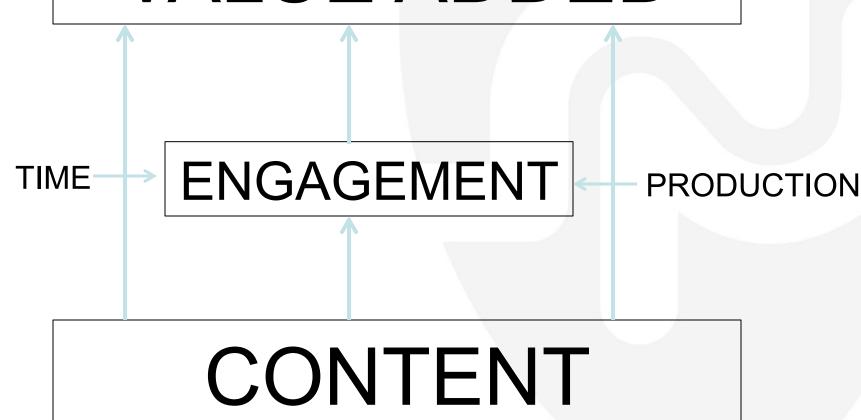
Our Results - Qualitative

Engagement

- **It is pointless of watching something if all I am doing is listening**

- **He was just reading slides which I could have done at home if I   wanted to – I can read**

- **It didn't engage me**

- **The interactivity of video did work for me**

What does existing literature tell us?

- Videos promotes students' positive attitudes towards learning

  (Moreno & Ortegano-Layne, 2008)

- Videos increase student motivation and in turn attention

  (Henry *et al.*, 2004)

- Use of video creates the highest amount of enjoyment for students (compared to other resources)

  (Tang & Austin, 2009)

- Indirect consequence of lecturers recording themselves and / or their material is that it fosters critical reflection

  (Chavez, 2007)

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Top Tips

- Give the students something extra (visual examples)

- Humour / Animation / Presenter on screen are all high risk. Do not undertake unless they can be done to a high level

- Content is king, but a video needs more than just content

- Try to keep videos less than 10 minutes, however students will watch longer if they are engaged and perceive it is of benefit to them

What's next?

- Amend existing SPSS videos

- Follow up this research evaluating student feedback, quality and application of /Mayer's multimedia principles

- Create 10 new SPSS videos

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Questions?