

Building the OER capacity of university students through renewable assignments

Using insights from projects the presenters have conducted, this mini-learning activity will explore the open educational practice of renewable assignments. It draws upon data and experiences collected from renewable assignment projects. The activity will outline the process of creating student-generated OER in higher education and discuss its advantages and pitfalls. The focus is on tapping into students' cognitive surplus (Shirky, 2010) through renewable assessments or project-based learning approaches and repurposing students' work to be developed as learning resources and eventually shared openly.

How will your session engage the global open education community in taking action together?

This activity will promote action within the global open education community by drawing its attention to the potential for university students' cognitive surplus to be used for creating Open Educational Resources (OER) that address social or professional challenges. Every year, university students across the globe create essays, presentations and other artefacts of learning to fulfill university course requirements. This student-generated content usually has a limited audience (typically a faculty member or two) and it is often discarded shortly after it is graded (Wiley, 2013). To harness the knowledge that results from traditional university assignments, Wiley and Hilton (2018) recommended the use of "renewable assignments - assignments which both support an individual student's learning and result in new or improved open educational resources that provide a lasting benefit to the broader community of learners" (p. 137). Yet, student-generated OER remains an exception in higher education practices with few detailed examples available. Academics and institutions generally lack an awareness of OER which may be due, in part, to the lack of terminological clarity in the field of open education (McNally & Christiansen, 2019) and a lack of national public policies and frameworks supporting OER in education (Bossu, Bull, & Brown, 2012; Stagg et al., 2018), making it difficult for universities to prioritise open educational practices when there are no clear aims, rationales, principles or evaluative guidelines.

Drawing upon the findings of projects from two Australian universities, a higher education Open Educational Resource development model will be presented via video. In the proposed model, students and academics develop OER as learning artefacts through a three-step process (Fatayer, 2016).

- 1) **Building content:** using content authoring tools, students work individually or collaboratively on generating learning resources as part of assessment requirements. Academics aim to develop students' intrinsic motivation using incentives such as, for example, students' desire for autonomy and their need for connectedness to the learning community.
- 2) **Evaluation:** the role of the academic is to facilitate the process and provide feedback using a set of evaluation criteria that assess the technical and pedagogical aspects of the student-generated resources. Students also take a role in a peer review process where they use the same set of evaluation criteria to assess their peers' work.
- 3) **Publishing:** students associate the final resource with an open license (i.e. Creative Commons licenses), ensure tags and metadata are provided within the resource and finally publish their assessment work as OER.

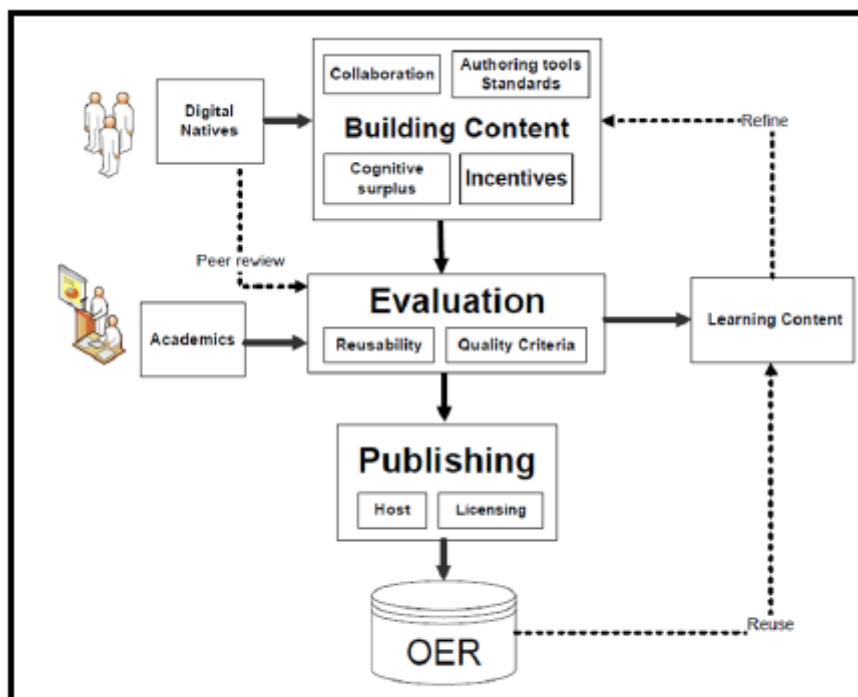


Figure 1: OER Development Model

Figure 1 depicts the basic model of OER development which can be extended to include professional learning communities who can advise on the content of OER and assure its quality and utility (Tualualelei, 2020).

Extended abstract: Building the OER capacity of university students

The mini learning activity will explain the model and offer options and ideas for various steps of the process and the stakeholders involved. It will also share our learnings as a faculty member and an educational designer.

What outcomes will your session generate?

The outcomes of the interactive activity include:

- **Sharing of resources** to inform faculty and educational designers in the creation of renewable assignments.
- The **generation and collation of ideas** from participants for creating renewable assignments to benefit a profession or community.
- The **establishment of ongoing collaborations** between faculty at universities and higher education providers interested in addressing Objective (1) “building capacity of stakeholders to create, access, re-use, adapt and redistribute OER” of the UN Recommendation on Open Educational Resources (United Nations, 2019).
- **Dialogue** on the platform that encourages collaborative efforts to reimagine university assessments as renewable assignments.

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