From clarion calls to auto-complete errors: a nascent discourse on openness from UK universities

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http://johnjohnston.info/106/autotagging-autocomplete-gifs/
Background and aims of the study

- It all started with our FLAX Language study in 2012 at Durham
- Since Cambridge2012, as part of an EdD module, decided to investigate the state of OER in UK HE
- Guardian HE ranking is open and easily accessible
Context of study

Top and bottom 10 universities on the Guardian University League Table 2014

<table>
<thead>
<tr>
<th>Ranking</th>
<th>Name of Institution</th>
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<tbody>
<tr>
<td>1</td>
<td>Cambridge</td>
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<tr>
<td>2</td>
<td>Oxford</td>
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<tr>
<td>3</td>
<td>St. Andrews</td>
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<td>4</td>
<td>Bath</td>
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<td>5</td>
<td>Imperial College London</td>
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<tr>
<td>6</td>
<td>Surrey</td>
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<td>7</td>
<td>The London School of Economics (LSE)</td>
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<tr>
<td>8</td>
<td>Durham</td>
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<td>9</td>
<td>Warwick</td>
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<td>10</td>
<td>Lancaster</td>
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<tr>
<td>107</td>
<td>Southampton Solent</td>
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<tr>
<td>108</td>
<td>Leeds Beckett (formerly Leeds Metropolitan)</td>
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<tr>
<td>109</td>
<td>East London</td>
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<td>110</td>
<td>West of Scotland</td>
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<td>111</td>
<td>Leeds Trinity</td>
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<td>112</td>
<td>London South Bank</td>
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<td>113</td>
<td>Bolton</td>
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<td>114</td>
<td>Bucks New University</td>
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<td>115</td>
<td>Bedfordshire</td>
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<td>116</td>
<td>London Metropolitan</td>
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</tbody>
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Keyword search terms

- OER
- Open Access
- MOOC
- Open Content
- Open Data
- Open Research

Sample of artefacts found

• **Clarion calls**: MOOC outreach and branding, committee meeting proposals on openness and minutes, blogs, guidance for students, staff profiles and outputs on OER

• **Top 10 universities**: OER discourse clearly present even if not always aligned to open education policy

• **Bottom 10 universities**: no results in 3 cases; even for Open Access self-archiving in some institutions; guidance for PhDs e.g. taking MOOCs “while they’re still free”

• **Auto-complete errors**: “MOOC - did you mean...?” (book, moot), “Open access to computers in the library”
Conclusions

• Enough data to suggest openness is under discussion everywhere but at a glacial pace overall
• Some institutions have dedicated OER teams and collaborations across institutions
• Some “OER champions” even in the bottom 10
• Some institutions are afraid to jump on the bandwagon
• Others are blissfully unaware the bandwagon is rolling by...
• Research methods: discourse analysis of openness in HE can be mined and scaled more accurately across contexts and datasets
References

- ECSSHSCUG1442 (2015). Durham University Faculty of Social Sciences and Health Education Committee (Undergraduate) Minutes. Retrieved from https://www.dur.ac.uk/resources/academicssupport.office/committees/overview/2015-01-19_ssh_fecug_minutes_FINAL.pdf
Thank You

Comments and questions welcome:
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