

Open Knowledge and Higher Education

GENERAL INFORMATION

Title:	Open knowledge and higher education
Unit code:	EDUC63252
Credit Rating:	15 credits
Level: (<i>UG 1/2/3 or PG</i>)	PG
Semester: (<i>1, 2 or both</i>)	Semester 2
Course Unit Convenor:	Chris Millson, Jessica Naphine-Hodgkinson & Michael Stevenson
Contributors:	The University of Manchester Library

AIMS

- 1) To explore the context of open knowledge, and its impact on higher education.
- 2) To examine critically the work of Universities in relation to open knowledge, and the responsibilities of Higher Education Institutions in an open knowledge environment.
- 3) To analyse the assumptions made regarding the discovery, creation, publication and stewardship of knowledge.

LEARNING OUTCOMES

Category of outcome	<i>On completion of this unit successful students will be able to:</i>
Knowledge and Understanding	Demonstrate an understanding of open knowledge. Cite specific examples of open knowledge in the Higher Education sector and discuss their impact on the work of Higher Education Institutions. Explain how open practice is changing the culture of Higher Education.
Practical skills	Make clear connections between their own area of work and open knowledge activity and use that knowledge to enhance their practice. Reflect on the potential impact of openness on their role, and on existing academic culture and practice.
Intellectual Skills	Contribute to the wider conversation on open knowledge by debating the key questions, barriers and potential of open knowledge. For example, its

	potential to transform Higher Education and society.
Transferable skills and personal qualities	Demonstrate the ability to utilise current digital tools to converse, investigate and discuss key issues. Recognise the potential and necessity of digital technology and content in an HE environment.

CONTENT

This course unit will examine the context, contribution and constraints of the relationship between open knowledge and Higher Education. Over the course of the unit, we will explore key questions regarding the role of open knowledge in a Higher Education environment as it applies to both research and teaching & learning agendas. We will explore some specific examples of open knowledge including:

- Changes in scholarly publishing, and the transition to Open Access
- Online learning: Open Educational Resources and the rise of the MOOC
- Open Research and Citizen Science: open data, open science and digital humanities
- The Open Knowledge Economy: intellectual property, rights and sharing in an open environment

The unit will consider the mechanisms, opportunities and pitfalls of creating and disseminating knowledge in an open environment, and the impact on discovery and long-term accessibility. Using open knowledge as a lens, we will examine, challenge and contribute to the wider conversation and ask ourselves the difficult questions that come with living in an “open access” age.

Lectures and discussion during this unit will focus on the impact of openness and open knowledge on the local culture and strategic environment in which the course participants operate. Teaching and learning activities will encourage conversation and interaction in relation to the four core themes of discovery, creation, dissemination and stewardship. Participants will actively curate the work of the group by contributing to a collaborative knowledge-base and interacting with a variety of digital tools to explore the potential impact of openness.

Assessment will be spread across two activities which will ask participants to demonstrate an understanding of the relationship between open knowledge and their local culture and practice, and reflect on the impact of collaboration, sharing and preserving knowledge. Participants will also be encouraged to explore and investigate a number of digital tools and gain a greater understanding of their potential uses. All assessments and contributions to this course will reflect the theme of openness and will be made available for rest of the cohort and other interested parties to consult as an open resource.

TEACHING AND LEARNING METHODS

Teaching will take the form of three online sessions, each lasting approximately three hours, in which the unit’s key themes will be discussed using a combination of lecture and group activities.

Online activities and reading outside of the classroom will be hosted by Blackboard.

PRELIMINARY READING

Cope, B. & Phillips, A. (2009). *The future of the academic journal / Guest editor Bill Cope, Angus Phillips*. Oxford [England]: Oxford England : Chandos Publishing.

Eve, Martin Paul. (2014). Open Access and the Humanities. [Online]. University Printing House, Cambridge CB2 8BS, United Kingdom: Cambridge University Press. Available from: Cambridge Books Online <<http://dx.doi.org/10.1017/CBO9781316161012>> [Accessed 30 March 2015].

Finch, J. (2012) Accessibility, sustainability, excellence: how to expand access to research publications. Report of the Working Group on Expanding Access to Published Research Findings. Executive Summary. <<http://www.researchinfonet.org/wp-content/uploads/2012/06/Finch-Group-report-executive-summary-FINAL-VERSION.pdf>> [Accessed 30 March 2015].

Freire, P. (2000). *Pedagogy of the oppressed / Paulo Freire ; translated by Myra Bergman Ramos ; with an introduction by Donald Macedo* (30th anniversary ed. ed.). New York ; [Great Britain]: New York ; Great Britain : Continuum.

Peters, M., Liu, T.-C. & Ondercin, D. (2012). Creative Economy and Open Education. *The Pedagogy of the Open Society*. SensePublishers.

Suber, P. (2012). *Open access / Peter Suber*. Cambridge, Mass. ; London: Cambridge, Mass. ; London : MIT Press.

UNESCO. (2014). How openness impacts on higher education. Policy Brief. <<http://iite.unesco.org/pics/publications/en/files/3214734.pdf>>[Accessed 30 March 2015].

Weller, M. (2011). *The digital scholar : how technology is transforming scholarly practice / Martin Weller*. London: London : Bloomsbury Academic.

Weller, M. (2014). *The battle for open : how openness won and why it doesn't feel like victory*. London: Ubiquity Press Limited.

Wiley, D. & Green, C. (2012). Why Openness in Education? In: Oblinger, D. G. (ed.) *Game Changers: education and information technologies*.<<http://net.educause.edu/ir/library/pdf/pub72036.pdf>>[Accessed 30 March 2015].

General Web resources

www.Creativecommons.org

<http://scholarlykitchen.sspnet.org/>

<http://www.hybridpedagogy.com/about-us/>

<http://blog.edtechie.net/> (Martin Weller's blog)

LEARNING HOURS

Teaching will take the form of 3 x 3 hour online sessions which will include elements of traditional lectures, interactive seminars, small-group discussions and one-to-one tutorials. Other instruction will be facilitated via podcasts, VLE activities and other relevant links.

ACTIVITY	HOURS ALLOCATED
Staff/student contact	12 hours
Tutorials	
Private study	80 hours
Directed reading & online activities	58 hours
Other activities <i>eg Practical/laboratory work</i>	
Total hours	150 hours

ASSESSMENT

Assessment activity	Length required	Weighting within unit
<p>Part 1</p> <p>Participants may submit a personal, reflective piece about their understanding of Open Knowledge as it relates to one aspect of their local, professional practice. This should be submitted to a designated open online platform (anonymously if desired). The piece will be assessed on how it makes connections between related themes and the extent to which it adds to the conversation on the culture and impact of open knowledge in HE. The use of alternative formats, or a combination of formats is welcomed and encouraged.</p> <p>This is an optional, formative assessment. Participants are encouraged to submit this assessment as the feedback will be useful for development of their thinking and writing on the subject.</p>	1000 words (or equivalent)	0%

Part 2

You have been asked to write an opinion piece for 'The Conversation' on openness in higher education. Your post should demonstrate a critical understanding of openness as it relates to current practices, policies or cultures in higher education. Your opinion should be informed by what you have heard and what you have read. References and links should be present and these should include at least one link to a post from OKHE1.

2500 words
(or
equivalent)

100%