CO-CREATING OER SERVICES WITH STUDENTS TO CONTRIBUTE TO A MORE OPEN AND INCLUSIVE CURRICULUM AT KING'S COLLEGE LONDON

Charlie Worthington

Collections Liaison Librarian

ALTERNATIVE TITLE:

AND THEN THERE WERE 100



Charlie Worthington

Collections Liaison Librarian



WHAT I'M TALKING ABOUT TODAY

1. The Open Education Working Group: who we are, what we've done and what we're doing

2. The King's 100

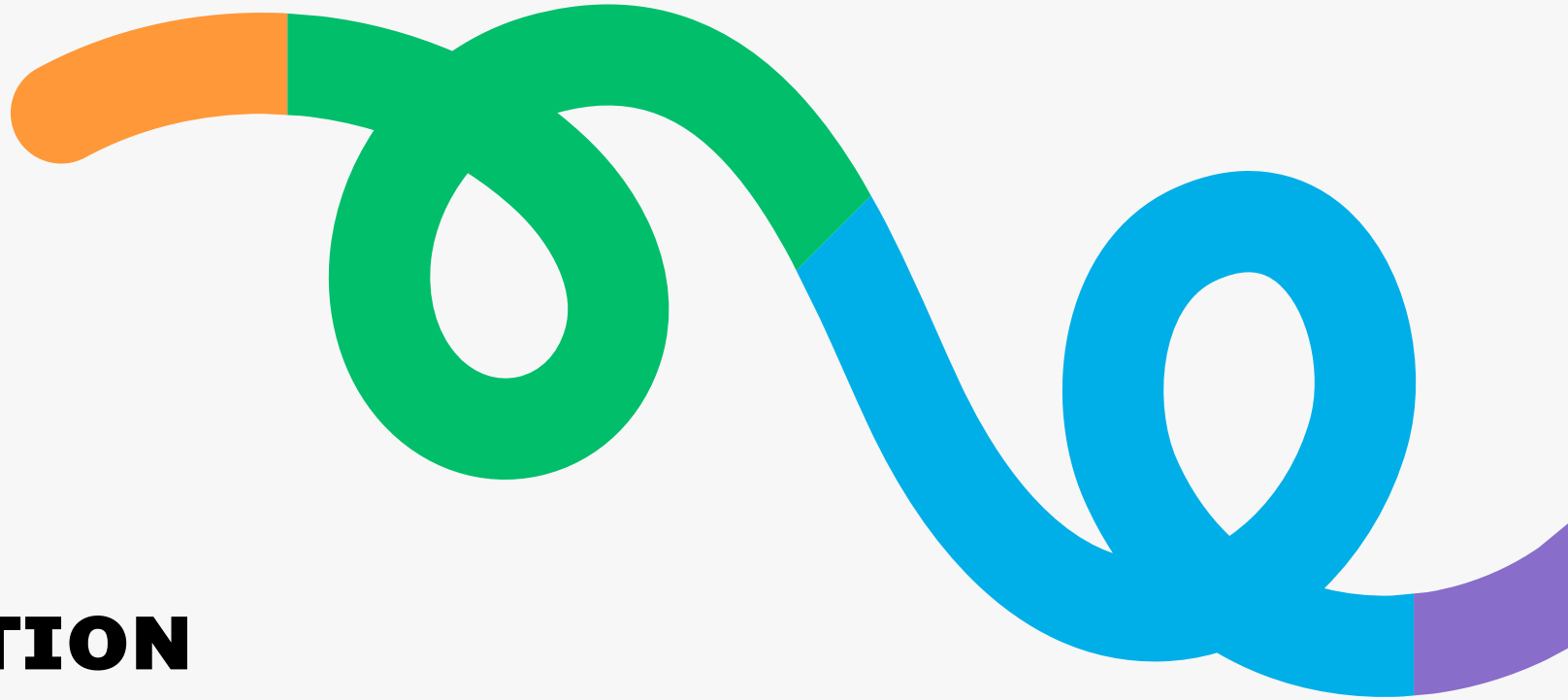
3. What 100 King's students thought about OER

4. The project

5. Reflections and next steps



THE OPEN EDUCATION WORKING GROUP

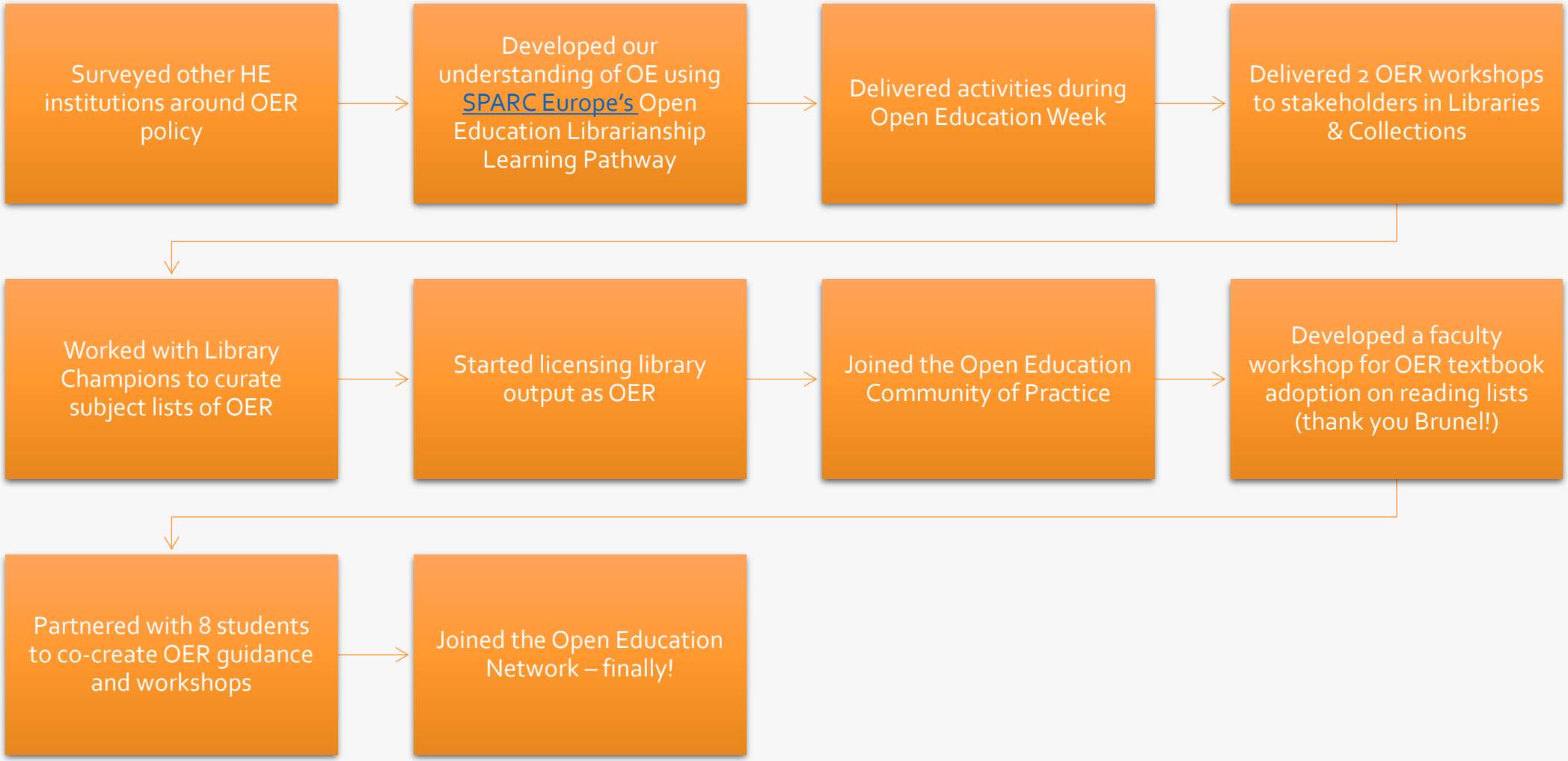


THE OPEN EDUCATION WORKING GROUP

"The purpose of the Open Education Working Group is to bring together and support the building of knowledge and expertise in the field of open education, provide oversight of activities within Libraries & Collections, King's and the wider Higher Education sector, and deliver work to support the goals of Library Evolution."

- Our Terms of Reference

THE JOURNEY


Surveyed other HE institutions around OER policy
Developed our understanding of OE using SPARC Europe's Open Education Librarianship Learning Pathway
Delivered activities during Open Education Week
Delivered 2 OER workshops to stakeholders in Libraries & Collections
Worked with Library Champions to curate subject lists of OER
Started licensing library output as OER
Joined the Open Education Community of Practice
Developed a faculty workshop for OER textbook adoption on reading lists (thank you Brunel!)
Partnered with 8 students to co-create OER guidance and workshops
Joined the Open Education Network – finally!



THE KING'S 100

Technically 118.



HOW IT WORKS

King's 100 is a student engagement programme that provides a unique opportunity for students to work as co-creators, sharing their input, thoughts, and opinions to be considered by teams and services across King's to develop new initiatives and projects that directly impact the student experience.

Each year, teams and services across King's are invited to propose topics in their conceptualisation stage that require student input. Four are chosen.

Ours was: ***Supporting the creation and use of open educational resources to contribute to a more open and inclusive curriculum***

THE INITIAL PROPOSAL



Supporting the creation and use of open educational resources to contribute to a more open and inclusive curriculum.

The Open Education Working Group in Libraries & Collections is currently undertaking several strands of work to support the creation and use of Open Educational Resources (OER). One of our aims is to document, create and showcase OER at King's. We would like to partner with King's 100 to create and publish a suite of King's 100 OER to be included and centred in the platform's launch.

A key driver of open education is the inclusion of multiple diverse perspectives, and co-creation between students and staff. Working with King's 100 ensures a range of expertise, knowledge, and cultural experiences.

To ensure the project remains a partnership rather than a staff-led initiative with token student involvement, students participating in the Micro-placement Programme (MPP) will join the Open Education Working Group as full members with the same Terms of Reference and expectations to participate. Students will lead in areas where they are subject matter experts and be invited to peer review staff work.



HOW IT WORKS

1. 30 minutes of pre-learning: https://www.menti.com/alnbwx8khbgv

2. Facilitate a 2 hour topic session:

   - It's online
   - It's *all of them*

3. 2 weeks to bring together everything you've learned and decide next steps

4. 30 minute follow up session

5. Mini placement project:

- 6(ish) students join the topic team
- 10 hours to further develop the project

THE TOPIC SESSION AKA BREAK OUT ROOMS AND WONDERFUL COLLEAGUES

How could OER support your priorities as students?

Could OER expand the curriculum in your department?

Could OER related activities contribute to decolonising the curriculum in your department?

What kind of advocacy work might be desirable?

Are there co-curricular activities you're involved in which would benefit from OER?



SO WHAT DID THEY THINK?

THE HEADLINES



Students see the value in OER



Students see themselves embedded in the process



Students want other students to know about it too



A small open educational project where students create short, plain-language explainers of key academic concepts that students often struggle with open-access resources.

Student-led 'OER Revision Wiki' study guides. Makes learning more accessible and helps students master complex topics through peer-to-peer explanation.

Form a student-faculty networks that promote OER as a tool for educational equity, for instance, lobbying for an “Open Curriculum Initiative” within departments.

OER for finance students to provide additional case studies, templates, and alternative modelling approaches, which would allow us to see how these models are applied in different contexts and markets.



A lot times in my program, we recognise that a lot of studies we read or theories we learn about are only relevant to WEIRD individuals (western, educated, industrialised, rich and democratic) and a lot of times, when these theories are put to test outside of these WEIRD contexts, the results may differ from what we might anticipate. So, I think OER can help in broadening exposure to applied psychology and introduce cross-cultural psychology research and provide case studies and databases from outside the UK or EU.

Modules co-created with partner universities in the Global South, featuring open-access readings, lecture videos, and policy simulations.

Skills-based OERs (for example, how to write a dissertation or conduct research) would be useful for students across all disciplines

Encouraging lecturers to adopt open textbooks. For example, a student led campaign could gather feedback on textbook costs and present data to the department.

SORTING IT OUT

Advocacy and promotion

"Encouraging lecturers to adopt open textbooks. For example, a student led campaign could gather feedback on textbook costs and present data to the department."

Curriculum design

"Modules co-created with partner universities in the Global South, featuring open-access readings, lecture videos, and policy simulations."

Guidance

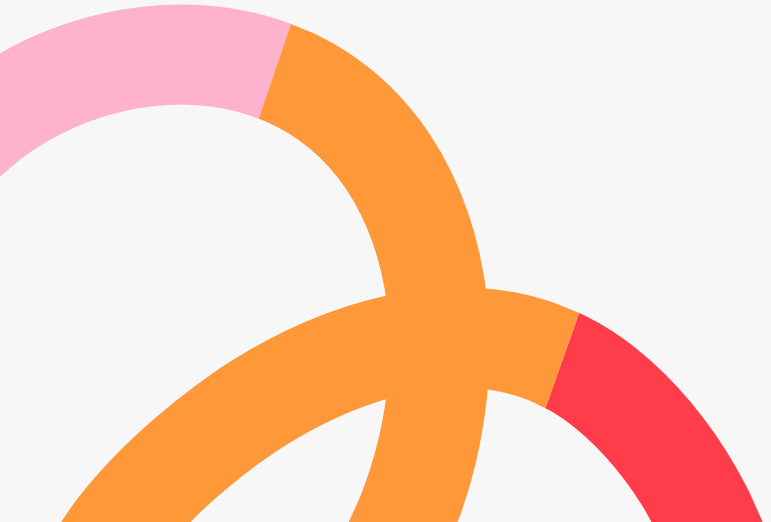
"Develop a King’s OER toolkit to help students and staff find, use, and create open resources, promoting ethical openness and more inclusive curricula."

Workshops

"Run peer workshops on how to find and use OER."

Creating resources

"A small open educational project where students create short, plain-language explainers of key academic concepts that students often struggle with open-access resources."





THE PROJECT

Getting down to business

THE PLAN



Guide to OER @ King's



Student led workshops



Student authored OER

STUDENT OER SPECIALIST

Placement brief

Tasks and responsibilities

Skills, knowledge and expectations required

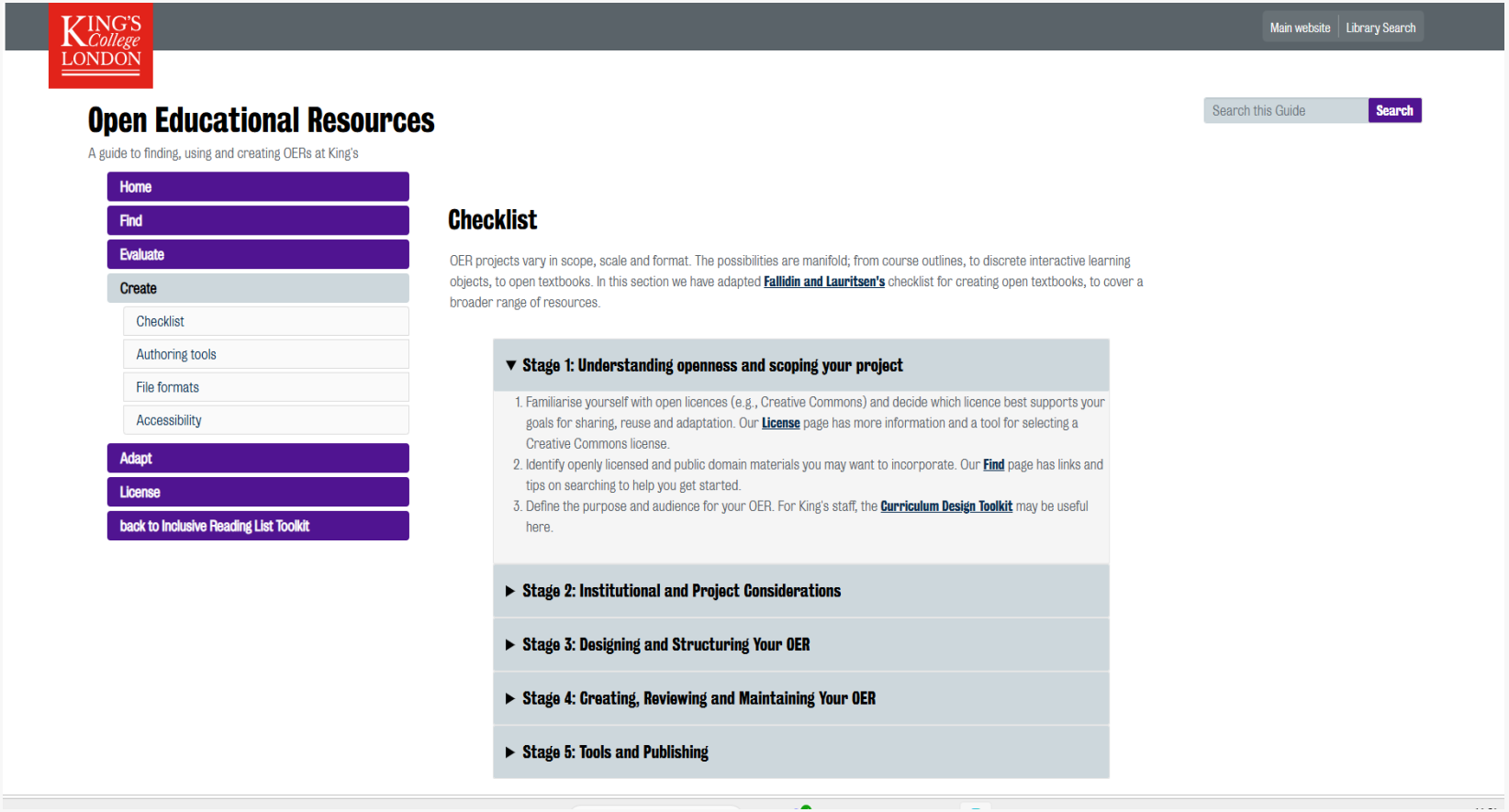
Skills and knowledge development

Snazzy placement title inspired by [Student OER Specialist Manual – Simple Book Publishing]

Tasks and responsibilities	Skills	Knowledge	Experience
• Attend and contribute to working group meetings • Review OER guide • Create content including graphics and multimedia • Assess authoring and publishing tools • Produce guidance for inclusion on OER guide and workshops • Work with OEWG members and teaching librarians to create student workshops and associated learning materials • Deliver pilot workshop	• Experience of creating presentations • Working collaboratively in a multi-role team to deliver a project • Working independently • Problem solving • Interest in curriculum design and open education practices • Experience with web design or using content management systems like Wordpress or Wix • Communicating with stakeholders	• How to critically evaluate sources for quality, accuracy, bias, relevance, currency and authorship • OER repositories • Application of Creative Commons licences • Use of web authoring tools • Open pedagogies and technologies • Understanding the important of equitable access and affordability of resources	• Attending working group meetings • Creating and delivering a workshop • Leading on strands of work and making decisions about content, look and feel in those areas

OER GUIDE: THE REVIEW





OER GUIDE: THE REVIEW

Priorities:

- Improve student focus
- Make it visual
- Accessible language
- Provide examples



As an MA student in the English dept but who has also worked many years in tech, I must find a lot of sources quickly. I think this isn't conducive to busy students or staff finding what they need.



When I look at this overall, I feel as a student that it's not written for me, nor does it feel as though it's encouraging me to use OER's for modules.



The guide could benefit from more student-focused examples or short tutorials showing how students could realistically create or contribute to OER materials themselves.



The guide feels more staff-focused than student-focused in terms of language and navigation. Terms such as "open pedagogy," "derivative works," "TEL," and some licensing terminology may be difficult for students unfamiliar with OER concepts.

OER GUIDE: THE SOUND

THIS 

Unrestricted access: using OER means students can access high quality learning materials before beginning their studies and after graduation.

Engagement with diverse knowledge: OER provide easy access to the work of diverse authors and research from the Global South, helping students engage with a wider range of communities and perspectives.

Showcasing student work: OER encourages collaboration with other students and educators to co-create resources with potential publishing opportunities.

BECOMES THIS 

Learn on your own terms

OERs are freely available, so you can access materials before your course begins, throughout your studies, and long after graduation.

Engage with diverse perspectives

Explore work from a wide range of authors, including voices from the Global South, and broaden your understanding beyond traditional reading lists.

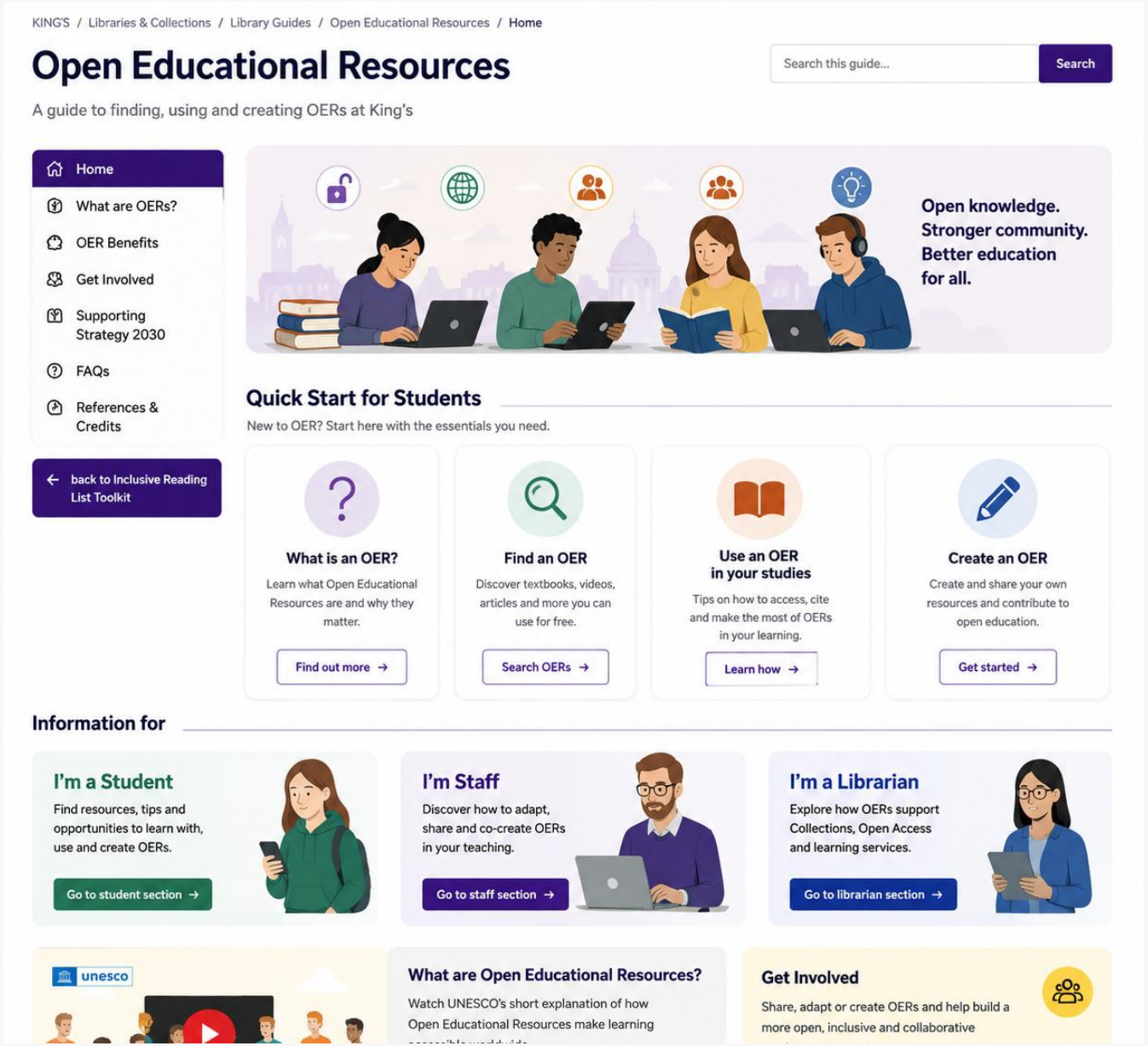
Contribute to real academic work

Students often co-create OERs with other students and educators, giving you opportunities to publish your work and share your knowledge with others.

OER GUIDE: THE LOOK









OER GUIDE: THE REST OF IT

- Benefits of OER for different user groups
- Definitions for different user groups
- OER currently used at King’s
- OER created by King’s staff and students
- Example evaluation of an OER
- Glossary of key terms
- Licensing tool
- Adapt checklist
- And more!

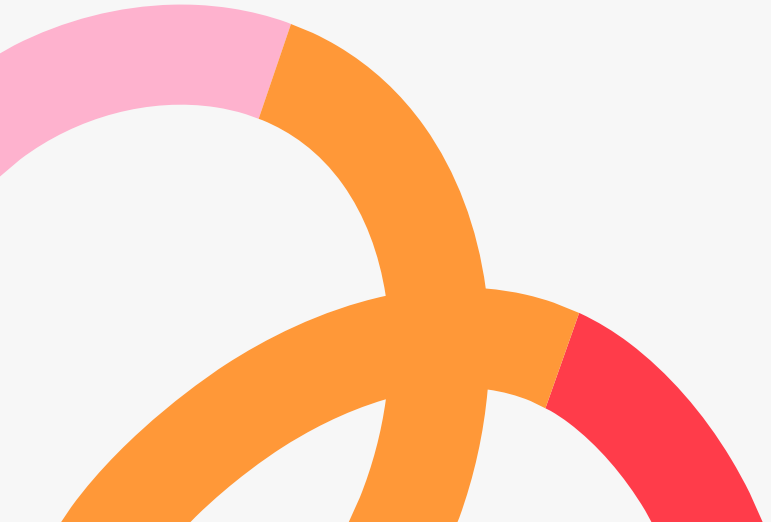


OER WORKSHOP

- Create lesson plan
- Storyboard presentation
- Rehearsal time
- Deliver workshop

OER WORKSHOP: LEARNING OUTCOMES

What	an Open Educational Resource is
Why	Open Educational Resources are beneficial
Find	OERs and use them to…
Create	An OER example



USING THE OER GUIDE AS A FOUNDATION

Licensing

👉 Go to: License - Open Educational Resources - LibGuides at King's College London

👉Click through to choose your licence!

👉 Which licence did you choose and why?

Why License?

✅ Legal	🚫 Avoid risk	🤝 Share
Makes sharing legal	Avoids copyright issues	Enables reuse & collaboration

REFLECTIONS & NEXT STEPS



REFLECTIONS

- Centring students in OER
- Feedback is easy, co-creation is harder

"It never felt like we were just being asked for input for the sake of it, rather it felt like we were genuinely co-creating something, which made it a really rewarding experience."

- 10 hours was never going to be enough
- This isn't my job!
- Students are wonderful and I would do this again



WHAT NOW?

Short term:

- Publishing workshop
- Creating our students' vision
- Focus on promotion over next academic year

Next steps for OEWG members:

- Digging into OEN membership
- Creation of OER



AN OPEN INVITATION TO THE OEWG

RSVP:

Charlie: Charlie.worthington@kcl.ac.uk

LC: Lisa.S.Chung@kcl.ac.uk