

# Open Education Down Under OER Australasian Case Studies



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# Open Education Down UndOER: Australasian Case Studies

# OPEN EDUCATION DOWN UNDOER: AUSTRALASIAN CASE STUDIES

EDITED BY ASH BARBER; DR MAIS FATAYER; RANI MCLENNAN;  
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Council of Australian University Librarians (CAUL)



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# ACKNOWLEDGEMENT OF COUNTRY

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The authors acknowledge and pay respect to the past, present, and future Traditional Custodians and Elders of this nation, and to the enduring cultural, spiritual, and educational practices of Aboriginal and Torres Strait Islander peoples.

In preparing the case studies for this book, we recognise the Traditional Custodians of the lands where we live, work, and where this book was created. We extend our respects to the cultural diversity of all Aboriginal and Torres Strait Islander peoples, expressing our gratitude for their enduring contributions to Australian society. We also acknowledge the Traditional Lands from which our authors come, honouring the ancestors, present communities, and future generations.

We celebrate the rich and resilient cultures of First Nations Australians and acknowledge their profound influence in shaping our shared identity and heritage. Through our open educational practices, we are dedicated to fostering deeper understanding, advancing reconciliation, and nurturing mutual respect. We remain steadfast in our commitment to learning from and in partnership with Aboriginal and Torres Strait Islander communities, honouring their wisdom and cultural heritage.

# ABOUT THE BOOK

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*Open Education Down Under: Australasian Case Studies* is a curated, peer-reviewed, openly-licensed anthology comprising scholarly contributions from esteemed professionals including librarians, researchers, learning and teaching teams, and engaged open education practitioners across Australia. Future editions will seek to extend this coverage to Aotearoa New Zealand, and the broader Asia-Pacific region.

This OER is intended for use in learning and teaching communities in higher education. The book aims to benefit and inspire faculty academics, information professionals, research communities, and financial delegates responsible for institutional textbook procurement. The audience will also include third space professionals such as librarians, curriculum developers and learning designers in supporting open educational practices in their institutions.

Through offering insights from other academics who present case studies in their own teaching context, we aim to introduce the notion of open pedagogy to the broader group of academics and instructors who endeavour to enhance the student learning experience in their teaching. The case studies in this text are intended as a catalyst to action, offering practical examples that are transferable across institutions and disciplines.

# ABOUT THE EDITORS

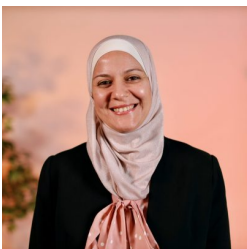
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**Ash Barber** (she/her) is the OER Collective Project Officer at the Council of Australian University Librarians (CAUL). Her substantive position is an Academic Librarian at the University of South Australia. Throughout her career in university libraries, her work has had a keen focus on the promotion and integration of open educational practices and development of inclusive open educational resources.

She is a Co-Convenor of the ASCILITE Australasian Open Educational Practice Special Interest Group (**OEP SIG**) and on the [Open Education Conference](#) Board of Directors. Through a LATN Fellowship, she developed [EmpoweredOER](#) which provides practical tools for embedding equity in OER.

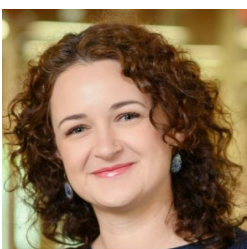
She is driven by lifelong learning (AKA insatiable curiosity) and empowering others through equitable access to information. Ash's pronouns are she/her and she warmly embraces her LGBTQIA+ community 🌈 Find her everywhere @AshTheLibrarian



**Dr Mais Fatayer** is the Learner Experience Design Manager at the University of Technology Sydney (UTS). Her expertise centers on integrating technology into learning and teaching, with a special focus on open education, learning design, and design-based research. Mais' academic work includes a Ph.D. thesis on sustainable Open Educational Resources (OER) that explores utilising student-generated content to enrich learning resources. In addition to her research, she has taken an

active role in projects aimed at promoting open education such as leading UTS Open Education Week 2023/2024, and developing resources such as her work to create an open textbook, "[Designing Learning Experiences for Inclusivity and Diversity: Advice for learning designers](#)" which guides learning designers on creating inclusive educational materials.

Mais collaborates closely with the Education Portfolio team at UTS, leading initiatives that align with her passion for sustainable learning design and open educational practices. Her work contributes to broadening access to high-quality, adaptable learning materials in higher education.



**Rani McLennan** is the Coordinator of Operations and Engagement at the Council of Australian University Librarians (CAUL). With two years of service as the Open Educational Resources Collective Project Officer since its inception, along with her previous role as Copyright Information Officer at Queensland University of Technology, Rani possesses a robust understanding of copyright and open education. She is deeply committed to supporting practitioners who advocate

tirelessly for the sharing of knowledge.



**Alice Luetchford** is the Open Education Librarian at James Cook University. This role includes the development of open education resources such as ebooks using the publishing platform, Pressbooks. Alice is currently on a number of university and national working projects and committees relating to open education resources and open scholarship.



**Sarah McQuillen** is an Academic Librarian at the University of South Australia. Sarah is a passionate educator with particular interest in the transformative power of knowledge and information literacy; most especially in online adult education.



**Angie Williamson** is the Open Education Librarian at Deakin University. In this role, Angie coordinates the Open Educational Resources Grants Program at Deakin, supporting project teams and advancing the discussion of Open Education at the university.



# FOREWORD

by Dr Adrian Stagg

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*'Human nature'*, and *'instinct'* are often uncritically used to rationalise or explain baser behaviours, yet rarely acknowledged as positive forces motivating compassion, empathy, and community. When establishing a motive for both the best and worst actions of humanity, individuals often provide the same answer *'I had no choice'*. The desire to demonstrate understanding, welcome into community, care for, and nurture each other is the lesser recognised instinct – yet without it, civilisation, the sharing of knowledge, and the advancement of society are left poorer. To use Hobbes' phrase, when speaking about the absence of an organising force on humanity, life would be *'solitary, poore, nasty, brutish, and short'* (1651, XIII).

Our ancestors were capable of community-building and care for the individual; activities easily recognisable by their modern counterparts. The anthropologist Dr Margaret Mead asserted the first piece of evidence to civilisation – in her mind – was a broken femur than had healed (Byock, 2012). Evidence of early medicine and wound care meant that rather than abandon the injured companion, someone stayed and helped – nursing them back to health. That act of compassion – she asserts – was the true beginning of a civilisation. Cave paintings in France evidence art lessons for children, coupled with children's art in places they could have only reached with an adult lifting them up. More recently, excavations of early human remains show the presence of Downs Syndrome in early humans – with many of the skeletons estimated to have received care from the community (Bowler, 2024). Inclusivity and care were hard-coded into communities, and nurturing appears – at the risk of romanticising the findings – to have been a social norm.

Collating knowledge is the act of connecting with previous generations and respecting the wealth of intellectual, creative, and emotional work; curating and adding to that knowledge creates a 'common wealth' for future generations. The Library of Alexandria was architecturally designed to open toward the docks, allowing cataloguers to descend upon arriving vessels and remove all written works – with the promise to return copies to their owners (Mader, 1976). The originals were organised, curated, and added to a growing wealth of knowledge in the ancient world. Indeed, the concept of sharing information – the inter-library loan – was practiced here. Surety for the book's safe return was indexed to the cost of a trireme (a type of warship), underpinning the value placed on such items (I have asserted the world would be a different place indeed if libraries continued to be paid in warships, but that is a digression beyond the scope of this foreword).

Even earlier, the Egyptian Pharaohs funded archaeological and restorative work to statuary and monuments, annotating the hieroglyphic record to attribute the original work, and then to record the details of restorative work (including the funder and archaeologist undertaking the work) – a cross between annotated resource, and attribution. Building on previous works, and preservation of knowledge is by no means a new phenomenon.

In 1945, with the conclusion of the Second World War, Vannevar Bush, Director of the Office of Scientific Research and Development (USA) wrote ‘As we may think’, explaining the collaboration between scientists, ‘burying their old professional competition in the demand of a common cause’. This solidarity and collegiality – admittedly driven by a global need – causes him to question the future state of research, and lament the speed at which new knowledge was generated, and despair that ‘publication has been extended far beyond our present ability to make real use of the record’ (1945, p. 101). In other words, the abundance of information coupled with the diversity of formats (photograph, audio, video, and text) and ability to share created complex knowledge networks that offered great promise and great challenges in equal measures.

Where I am going with this is to reflect on not only the basic human desire – perhaps even need – for community, and connect it with an environment of abundance. Building a ‘common wealth’ of knowledge, educating society to be critical consumers of research, and applying the benefits of that knowledge equally is the foundation for a fair, just, and tolerant society. The intervening years since Vannevar Bush’s observation that volume of information could impede scientific discovery without adequate mechanisms to organise and access is no less true almost eighty years later.

There is, however, a clear and present challenge faced by modern society – enclosure. Public institutions use public funds to generate new knowledge, only to enclose them in proprietary systems that restrict access and promote inequality. The ability to access knowledge – even for universities – is predicated on funding. For the average citizen, paywalls represent a costly (in some cases insurmountable) challenge to access. Outmoded notions of scarcity prevail – despite advances in technology that can serve information at a fraction of a cent. Just as access for universities is predicated by funding, so too is access to learning for citizens. The seemingly inseparable relationship between debt and education can be uncritically accepted, and even – more dangerously – romanticised as ‘the poor and struggling student’, as though this is a rite of passage to earn a degree.

As open educators and practitioners, we realise a responsibility to shift higher education into an abundance mentality; that just because students have traditionally struggled does not make it a template for future generations. Many open educators I have met provide at least one story explaining their motivation toward fair, accessible, and equitable education – essentially recognising and empathising with the student experience and responding because ‘I didn’t have a choice’.

Open education, however, will not solve these problems alone. It can’t. Open education, though, is inherently combinatorial, it seeks symbiosis with other elements in the institutional ecology. If open educational principles are paired with open licencing regimes and free and open knowledge, the result are open educational resources (OER). Resources alone cannot ensure quality assured learning (or even understanding). Combining OER with accessibility standards and user experience design supports wider access to the resources. Active learning design supported by OER can result in a mOOC (micro-Online Open Course), and when further combined with assurance of learning manifests as micro-credentialing. Open learning design combined with authentic assessment practices can create opportunities for engaged,

invested students who add value to their profession and society during their studies – normalising sharing and co-creation.

Whilst not exhaustive, the examples combine and complement the constituent parts. As a symbiotic relationship, both parties offer something of value, yet the result is beneficial for both. Higher education is already accustomed to the term ‘predatory’ (although ‘parasitic’ may be more apt) for elements in the ecology, yet open education invites collaboration and combinatorial power leading to positive outcomes for staff, students, and society.

The most powerful combination is open educational practices and community.

This text acts as a turning point in Australian open educational practices; not only because the community is generously and freely sharing their experiences of implementing OEP, but rather because we have a wealth of experiences across the sector from which to draw. Catalysed by the work of advocates and professional bodies such as ASCILITE and the Council of Australasian University Librarians (CAUL), open education has gained significant traction and recognition as a mechanism to enable equity of access, greater affordability, and a deeper authenticity in learning and teaching. CAUL’s ‘*Enabling the modern curriculum*’ projects elevated OER to national prominence for librarians, and provided a much-needed focal point for advocacy, publishing, and professional learning, whilst the ASCILITE OEP SIG provides a space for the community to meet, disseminate practice, and conduct research.

This book is the result of Alice Luetchford (James Cook University) and Angie Williamson (Deakin University) recognising the need to collate current Australasian practice as not only a celebration of national achievement, but to provide practitioners with a ‘common wealth’ of examples that answer the question ‘what does open education look like?’ In the spirit of abundance, the text is offered freely (by the generous actions of CAUL) and openly to all in the hopes it inspires further action (and a cycle of new submissions, perhaps?). When Alice and Angie called for support to complete the text, an entire Editorial Team stepped forward – you’ll find their details on this text – and took up the work in an act of true community.

The resulting book is an accomplishment worthy of celebration as a testament to those who contribute to making education – as John Dewey would describe it – ‘designed to encourage creativity, exploration, independence, and cooperative work’.

I commend this text, and its attendant community, hoping it will inspire, guide, and act as a foundation for further work in this space.

Perhaps the final sentiment is encapsulated best in one of Buckminster Fuller’s quotes that has guided my practice for some time, and I hope offers wisdom for yours.

*‘You never change anything by fighting the existing reality. To change something, build a new model that makes the existing model obsolete.’*

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- Dr Adrian Stagg, University of Southern Queensland

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- Dr Deborah King, James Cook University

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# ACCESSIBILITY INFORMATION

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We believe that education must be available to everyone which means supporting the creation of free, open, and accessible educational resources. We are actively committed to increasing the accessibility and usability of the textbooks we produce.

## Accessibility features of the web version of this resource

The web version of this resource has been designed with accessibility in mind by incorporating the following features:

- It has been optimised for people who use screen-reader technology.
  - all content can be navigated using a keyboard
  - links, headings, and tables are formatted to work with screen readers
  - images have alt tags
- Information is not conveyed by colour alone.

## Other file formats available

In addition to the web version, this book is available in a number of file formats including PDF, EPUB (for eReaders), and various editable files. Choose from the selection of available file types from the 'Download this book' drop-down menu. This option appears below the book cover image on the eBook's landing page.

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# CONTRIBUTE TO DOWN UNDOER: INFORMATION FOR NEW AND CURRENT AUTHORS

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## SUBMISSIONS OPEN

Inviting new EOIs for Australasian open education case studies

Have you heard? ***Open Education Down UndOER: Australasian Case Studies*** is seeking additional case studies. Do you have an Australasian open education case study to share?

### Key Dates

During 2025 there will be two Expression of Interest (EOI) submission rounds.

1. First round submissions are **due 15 May 2025**  
Case studies in this round are due to be **published November 2025**.

Timeline	Activity
15 May 2025	EOIs close
End May	Call for peer reviewers
Mid-June	EOI Acceptance/Rejection notices
Mid-August	Full manuscript due
End August	Peer review complete
Mid-September	Final submission due
November 2025	Styling and final publication

2. Second round submissions are **due 15 December 2025**  
Case studies in this round are due to be **published May 2026**.



Timeline	Activity
15 December 2025	EOIs close
Early January 2026	Call for peer reviewers
Mid-January	EOI Acceptance/Rejection notices
Mid-March	Full manuscript due
End March	Peer review complete
Mid-April	Final submission due
May 2026	Styling and final publication

## Key Themes

Focus themes for 2025 include:

- Adoption
- Adaptation
- Advocacy

However, EOIs are also welcome for the following case study themes:

- Creation
- Authentic Assessment
- Collaboration

## How To Submit

**Submit your EOI to the editorial team via the [online form](#).**

For inspiration, see the following compilation of contributions that already form *Open Education Down UndOER: Australasian Case Studies*.

This searchable list provides an alternative method of accessing the content in this book. Use the search bar in the top right to look for keywords, author names, institutions, and topics you are interested in reading about.

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*An interactive H5P element has been excluded from this version of the text. You can view it online here:*

<https://oercollective.caul.edu.au/openedaustralasia/?p=540#h5p-1>

# ADVOCACY

# TEXTBOOK COST-TO-STUDENTS MINIMISATION PILOT

University of South Australia

Ash Barber and Sarah McQuillen

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## Overview

This case study outlines the University of South Australia's Textbook Minimisation Pilot, a two-year project which aimed to reduce the number of assigned textbooks only available for institutional purchase under a limited user license or in print only. This pilot allowed for adoption of formats other than OER, and so can be considered a 'soft transition' toward the adoption of OER. Thirteen courses adopted OER as a result of the pilot, saving the student body an estimated \$9 million.

This case study provides a whole-of-University framework to facilitate and support academic staff to transition from traditional commercial textbooks, toward more flexible materials such as OER. The chapter includes a strong focus on awareness-raising and educational outreach activities undertaken by the Library to highlight barriers anticipated to be encountered by institutions undertaking resource transitions, and provides strategies and support networks to overcome these.

## Using this case study

This case study is useful for teaching academics, learning designers and library staff. After reading this chapter:

- Academic staff will: Develop awareness of the perils of relying on commercial textbooks from financial, equity and accessibility perspectives; and understand the range of alternative resources available, including OER.
- Learning Designers will: Understand common barriers at a strategic level which can prevent academic staff from resourcing their courses as desired, and learn strategies through which these can be mitigated and to advocate for change.

- Library staff will: Learn strategies and techniques for building engagement across all stakeholders and gain an insight into a successful workflow with a view to leverage opportunities for promoting and adopting alternatives to commercial textbooks, including OER.

## Why minimise textbooks?

UniSA prides itself on being a university of equity. With a large percentage of students from diverse socioeconomic backgrounds, combined with a significant online-only cohort, UniSA has long embraced a digital collection as a means to facilitate equitable access to course resources.

In recent years, Library efforts have been impeded by restrictive ebook licensing conditions imposed by commercial publishers, such as single to three user licenses with minimal download provision; prohibitive pricing; release of print-only formats to libraries; and bundling of eTextbook titles with additional content only made available to individual purchasers. Whilst academic staff often rely on textbooks to structure teaching and assessment, they are often unaware of the cost to students, or the limitations on Library access.

To understand the textbook financial burden on students, UniSA conducted a small-scale survey, which found 68% of students had chosen not to purchase a textbook at least once, with 48% relying on the Library copy. In addition, 41% said textbook purchases had impacted their ability to pay for rent, food, transport and other living costs, and 9% had unenrolled from a course to avoid these costs (view full survey results in this [video](#)). As one student described:

“The tutor told students that if we did not have the required textbook, we would not be able to pass the course. The textbook was super expensive and at the time I was dealing with significant financial hardship. This put me in a state of extreme academic stress that later flowed into other parts of my life, so I unenrolled.”

— Bachelor of Social Work student

To mitigate this financial burden on students, the UniSA Textbook Cost-To-Student Minimisation (aka ‘Textbook Minimisation’) pilot was born.

## What is the Textbook Cost-To-Students Minimisation pilot?

Conducted during 2021 and 2022, the pilot was a joint initiative of UniSA Library and the UniSA

Teaching Innovation Unit, a team of practised academics and specialists in learning design and technology. Academic Board endorsed the pilot, adding it to the University's [Academic Enterprise Plan 2021–2025 \[pdf\]](#) (see Strategic Priority 2.7) and engaging Deans of Programs to drive participation.

A whole-of-library approach was employed in supporting the activities of the pilot. Under the leadership of a central Project Coordinator, a representative from each of the library discipline teams conducted engagement and communication activities and drew upon their teams' support staff to conduct searching and resourcing activities.

Technical teams were also included in a monthly Library Staff Community of Practice group. This aimed to provide advice and library staff training and offer suggestions on untapped opportunities to improve existing workflows.

Throughout the pilot, the Library consulted with a range of stakeholders including the Teaching Innovation Unit, who assisted with advocacy at the strategic level, and with other administrative groups to source data and to update textbook-related documentation throughout the University.

Academic advocacy was crucial to raising awareness of the pilot and ebook licensing issues. Library staff presented at academic discipline Teaching and Learning Strategy Groups, and provided regular reports and updates. Similarly, the Coordinator engaged two project students enrolled in UniSA's Library and Information Management program, who conducted a small-scale student survey on textbook purchasing behaviours and attitudes and created a promotional [video](#).

A summary of pilot staff roles and stakeholders is presented in Figure 1 below.

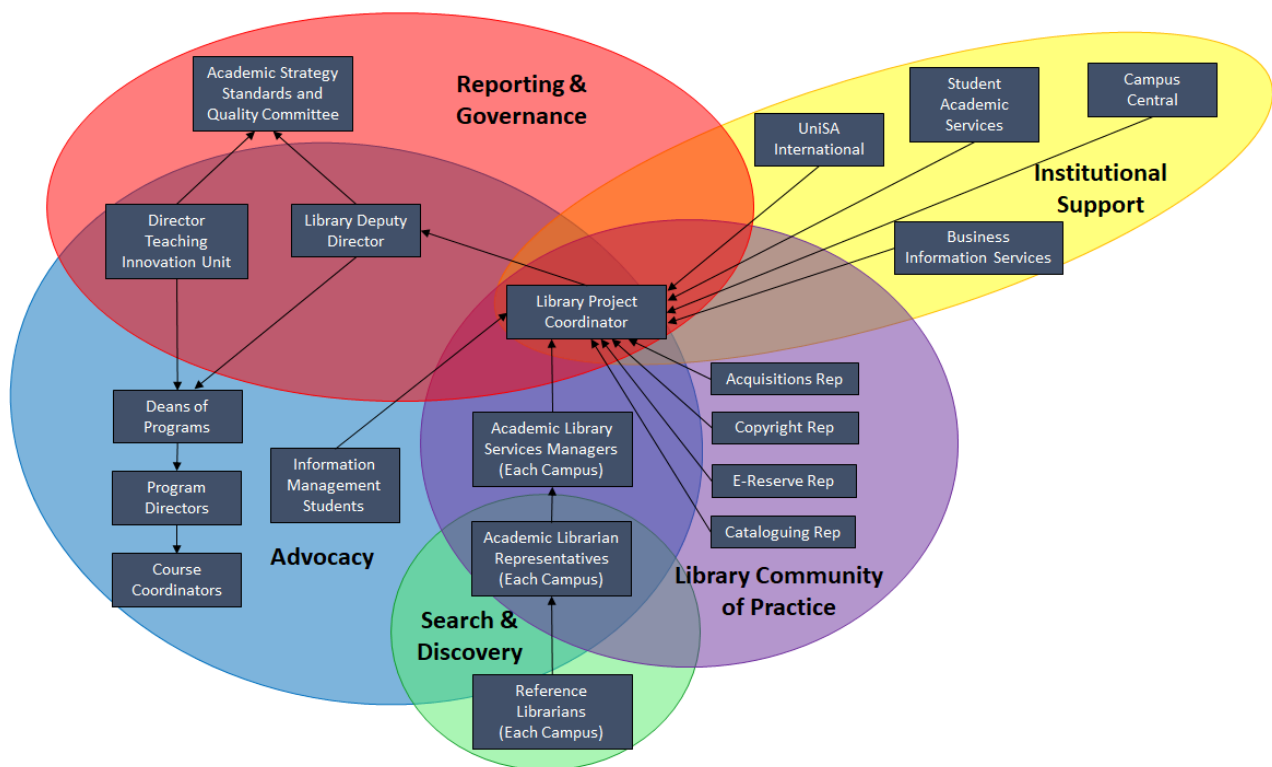


Figure 1: “Pilot stakeholders and participants”, by University of South Australia, licensed under [CC BY-NC-SA 4.0](#) [Go to image description]

In addition to reducing textbook costs and raising awareness, the Library aimed to develop sustainable textbook minimisation practices. The Library also set a target to remove or replace 50% of existing limited licence textbooks with more flexibly licensed alternatives including OER.

## How did we do it?

The workflow comprised three phases:

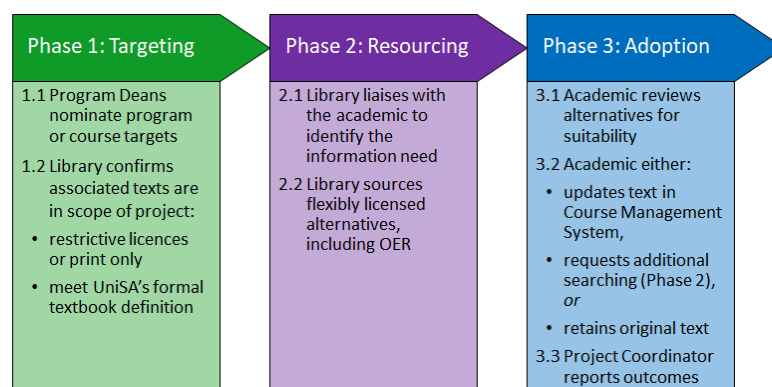


Figure 2: “Textbook minimisation workflow”, by University of South Australia, licensed under [CC-BY-NC-SA 4.0](#) [Go to image description]

As indicated in the workflow above, library staff began by confirming whether the usage of the text meets UniSA's formal definition of a textbook: a resource that the student will require continual access to throughout the course. If usage did not meet this definition, it could simply be relisted as a reference text instead as this signals to UniSA students that continual access or purchase is not required.

When the assigned text did meet UniSA's textbook definition, the Library liaised with academic staff to identify the information need being met by the text for which the Library would then strategically recommend alternatives.

A huge variety of options are available to remove or replace limited licence textbooks, so the Library found it challenging navigating this nuanced conversation with academic staff who are not familiar with licence restrictions or copyright allowances. The Library, therefore, created a hierarchy of resourcing options, prioritising flexible options such as OER, which was shared during discussions with academics. (See Figure 3, below.)

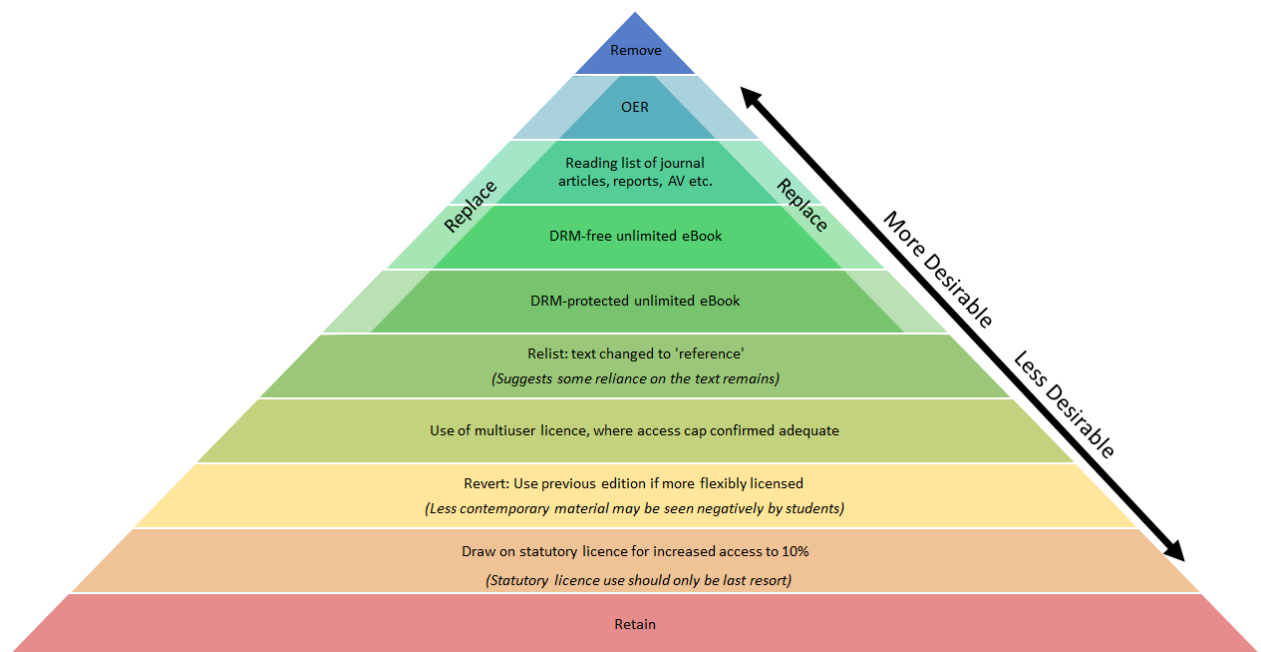


Figure 3: “Hierarchy of textbook alternative resource options used in the project” by University of South Australia, licensed under [CC BY-NC-SA 4.0](#) [[Go to image description](#)]

An emphasis of these conversations was the broad range of resourcing options available and the reassurance that academic staff held the ultimate decision as to whether the textbook was removed, replaced or even retained. As academic staff were empowered to opt out of the project at any stage, in some cases the workflow finished at this step with the academic indicating a solid rationale for retaining the text.

## Outcomes: Where are we now?

The project saw a total of 47% reduction of limited licence textbooks across the entire two year pilot, just



shy of the 50% target. Based on the Recommended Retail Price (RRP) of print textbooks, when the cost saved per course is multiplied by the number of student enrolments (14,096), the project achieved a total potential saving to UniSA students of approximately \$9 million.

The success of the two-year pilot was such that we have now transitioned the project into business as usual, leveraging the new connections and workflows created to ensure textbook licensing considerations are a frequent topic whenever in contact with our academic teaching staff, with the knowledge that early identification of problematic texts is key.

The Textbook Minimisation pilot paved the way for OER activities at UniSA, with 13 courses adopting 12 OER as replacements for restrictively licensed commercial textbooks. Academics have been primed with two years of knowledge of the dire financial situation for students and now have experience and trust in the ways the Library can help to identify alternative resource options without adding pressure to change their course materials. Throughout the Textbook Minimisation pilot, the Library remained committed to upholding academic freedom, acting only as a knowledgeable information source, listening to the needs of academics and their students, and providing options, not demands. This commitment from the Library to consistently recognise the academic as the content expert and, therefore, the final decision-maker, has been integral to building trusting relationships with staff.

The project had a positive impact on all interested parties:

- Academic staff
  - Have greater choice when selecting course readings and materials
  - Discover more flexible ways they can teach with OER and suites of readings redefining the “textbook”
- Students
  - Save on removed textbook costs
  - Library studies students gained experience designing and conducting surveys, and knowledge of ebook licensing models and alternatives such as OER/CC
- Library
  - Changed processes to leverage opportunities for textbook alternatives, organically capturing instances where textbooks with insufficient access may have been assigned
  - Educated staff on OER and textbook licensing issues
  - Empowered staff to conduct informed and impactful conversations with publishers about access models
- Teaching Innovation Unit
  - Gained awareness of extensive Library services to support course resourcing
  - Built knowledge of problematic ebook licensing and potential alternative options
  - Reduced workload related to creation of in-house learning objects
  - Embedded best practice in online course development by including relevant and accessible materials

## Recommendations and pitfalls to navigate

Throughout the project, we identified a variety of barriers to textbook minimisation. These pitfalls and recommendations for mitigation may be useful for other institutions to consider when conducting similar activities.

### Awareness and advocacy

It is evident that ongoing advocacy work with academic staff is still required to improve awareness of:

- The need (both financial and equitable) for textbook minimisation, and the benefits, from academic and student perspectives
- University operational distinctions between a textbook and a reference text
- Extensive support available from the Library

### Timing and workload

The majority of restrictively licensed texts retained were due to timing and workload concerns, wherein some courses were not being actively taught, where academic workload precluded capacity to review or enact adoption of suggested materials, or where course coordinators were newly assigned and so did not feel confident to make changes.

This could be mitigated through changes to workflows, to seize early opportunities in course or program development, in refresh cycles, or during accreditation. At this early stage, academic staff have more time allocated to review options. Furthermore, as they then build the course around the suggested resources, the burden of disentangling an unsuitable textbook (and potential supplemental resources) is removed. Thus, these early intervention efforts are generally more successful than engaging with a course at a later stage of the cycle.

### Publisher-supplied supplemental resources

Some courses had integrated publisher-supplied supplemental learning objects such as quizzes, case studies, animations and slides. As these learning objects are only made available to academic staff who set the associated textbook as the official course textbook, to remove or replace the listed textbook would require significant changes to the course site, where each learning object had been embedded, and to the weekly lesson plans designed around these objects.

### Attachment to familiar texts

Some academic discipline cultures demonstrated strong attachment to familiar texts which had been used

historically, or had a desire for students to build a professional library of textbooks. However, when Deans of Programs expressed their support and encouraged their academic staff to engage with the project, minimisation activities were more successful.

## Niche publishing areas

Niche areas, such as Australian content and custom course editions posed a challenge for sourcing alternatives. Individual meetings with Course Coordinators were helpful in overcoming this challenge.

## Failure to implement change

A few successfully targeted courses did not officially delist the textbook or have since listed new limited licence texts following a change of Course Coordinator. Reassuring academics that the project was not an attempt to encroach on their territory as subject and pedagogical experts helped to assuage a pervasive concern that all textbooks would be removed and without consultation. Maintaining a positive relationship with academic staff facilitated successful future conversations.

The Textbook Cost-to-Students Minimisation pilot has been challenging, but it has compelled us as a library to examine our digital practices and evolve to suit the changing textbook publishing landscape. Through these efforts, we hope to further alleviate the hidden, but often devastating, cost of textbooks for students.

## Useful resources

- Check out the [final report to the Academic Strategy, Standards and Quality Committee \(ASSQC\)](#) [\[pdf\]](#) for full details of UniSA's Textbook Cost-to-Students Minimisation pilot

## Champion statements

"The textbook minimisation project is a great idea and approach to help reduce the cost of studying for students by reducing the number of textbooks that students need to buy. In place of textbooks, open access and other centrally licenced or free resources are provided to students to aid them with their studies. The library was very helpful in identifying suitable resources for a couple of more foundational physics courses, and we have now switched to using a free online textbook which the students really appreciate."

**— Dr Sam Tuttle, Lecturer: Applied Physics, Semester 2, 2021**

“From the perspective of the editorial team of ‘Teach, Design, Thrive’, publishing our professional development resources as an OER is a wonderful opportunity to:

- Establish a one-stop-shop repository for organising and sharing curated resources produced in-house. As we are a large team of prolific content creators, this is a much-needed improvement in our practice.
- Share our resources with non-UniSA educators who may not have access to similar support (for example, people working in under-resourced institutions)
- Gain visibility for our work outside of UniSA and build a reputation among our peers as creators of high-quality content
- Experience the OER creation process first-hand, so that we can use this learning to support other UniSA educators wishing to publish their own resources

Importantly, we view open publishing as a way to enact all the UniSA core values, i.e.: Integrity and accountability; Diversity and social justice; Engagement and collaboration; Agility and innovation; Scholarship and excellence. The diversity and social justice elements is one we feel especially strongly about, not only in terms of providing access to published content at no cost to users, but also as OER publishing creates opportunities for under-represented groups and niche researchers to share their knowledge with the broader academic community, even when publication may not be commercially viable.

What we would like to see moving forward is greater recognition of the scholarly work involved in OER publishing, with institutions valuing OER creation as a demonstration of engagement in the Scholarship of Teaching and Learning and therefore equivalent to academic research publication. Without this recognition, allocating workload to OER creation can be challenging, especially when there are many competing priorities. Despite these challenges, we are thoroughly enjoying the creation process and look forward to publishing our OER and sharing it with the tertiary educators’ community.”

**— Antonella Strambi, Lecturer: Academic Development Teaching Innovation Unit**

## In practice

Reflect on this case study by considering the following questions in relation to your own practice:

- Is your textbook access equitable and sufficient for your students?
- Are you aware of the range of alternative resources available, including OER which you could adopt instead? And do you know how to find these?
- How could your library support you in improving textbook access for your students?
- What are the strategic barriers that need to be addressed at your institution to encourage OER adoption or to implement an OER program?

## Image descriptions

Figure 1: Pilot stakeholders and participants

Bubble chart of the five stakeholder groups and their reporting relationships involved in the project, with the Library Project Coordinator at the centre. The stakeholder groups overlap, with some staff therefore appearing within two or more groupings. The stakeholder groups and their staff are:

1. Reporting and Governance: Academic Strategy Standards and Quality Committee, Director Teaching Innovation Unit, Library Deputy Director, and Library Project Coordinator
2. Institutional Support: UniSA International, Student Academic Services, Campus Central, Business Information Services, and Library Project Coordinator
3. Library Community of Practice: Acquisitions Representative, Copyright Representative, eReserve Representative, Cataloguing Representative, Academic Library Services Managers (each campus), Academic Librarian Representatives (each campus), and Library Project Coordinator
4. Search and Discovery: Academic Librarian Representatives (each campus), and Reference Librarians (each campus)
5. Advocacy: Library Deputy Director, Director Teaching Innovation Unit, Deans of Programs, Program Directors, Course Coordinators, Information Management Students, Academic Library Services Managers (each campus), Academic Librarian Representatives (each campus), and Library

## Project Coordinator

Groups 2, 3 and 4, and the Information Management Students in group 5, ultimately report to the Library Project Coordinator. The Library Project Coordinator then reports to the Library Deputy Director in group 1, who ultimately reports to the Academic Strategy Standards and Quality Committee. The Library and Teaching Innovation Unit Directors liaise directly with the Deans of Programs in group 5.

[\[Return to Figure 1\]](#)

Figure 2: Textbook minimisation workflow

A three-phase workflow diagram with the following phases and their subordinate parts:

1. Targeting
  1. Program Deans nominate program or course targets
  2. Library confirms associated texts are in scope of project: restrictive licences or print only; meet UniSA's formal textbook definition
2. Resourcing
  1. Library liaises with academic to identify the information need
  2. Library sources flexibly licensed alternatives, including OER
3. Adoption
  1. Academic reviews alternatives for suitability
  2. Academic either: updates text in Course Management System; requests additional searching (Phase 2); or retains original text
  3. Project Coordinator reports outcomes

[\[Return to Figure 2\]](#)

Figure 3: Hierarchy of textbook alternative resource options used in the project

A pyramid chart with ten levels of hierarchy and a double-ended arrow along the right hand side indicating resourcing options lower down the pyramid are less desirable (as they are more restrictive) and the resourcing options higher up the pyramid are more desirable (as they are less restrictive).

The levels of hierarchy from top (most desirable) to bottom (least desirable) are as follows:

1. Remove
2. OER
3. Reading list of journal articles, reports, AV etc.
4. DRM-free unlimited eBook
5. DRM-protected unlimited eBook
6. Relist: text changed to 'reference' (Suggests some reliance on the text remains)
7. Use of multiuser licence, where access cap confirmed adequate

8. Revert: Use previous edition if more flexibly licensed (Less contemporary material may be seen negatively by students)
9. Draw on statutory licence for increased access to 10% (Statutory licence use should only be last resort)
10. Retain

Levels two, three, four, and five are labelled as options where the textbook is replaced.

[\[Return to Figure 3\]](#)

## Acknowledgement of peer reviewers

The authors gratefully acknowledge the following people who kindly lent their time and expertise to provide peer review of this chapter:

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# ALIGNING OPEN EDUCATION PROGRAMS WITH ACADEMIC REWARD AND RECOGNITION

La Trobe University

Hugh Rundle and Steven Chang

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## Overview

**Open Education Practice (OEP)** programs often wrestle with a key dilemma: how do we attract academic project participation in an institutional environment that doesn't reward open educational practices (OEP)? Standard academic reward and recognition is tied closely to research publication outputs. By contrast, publishing teaching texts is unrewarded at best and often actively discouraged.

For teaching staff, investing time into open education initiatives will only become a priority if these projects will:

1. advance a greater purpose beyond the **open educational resource (OER)** itself
2. actively solve existing problems in learning & teaching practices
3. align with academic reward and recognition program criteria.

This case study explores how the **La Trobe eBureau**, an open education program, tackled this problem. It focuses on how librarians used reflexive and reflective thinking to draw upon the experiences of academic open practitioners and develop solutions to this dilemma.

We suggest that the most effective way to align OEP with institutional incentives is to target award, grant, and promotion programs that are learning and teaching focused (rather than research publication focused). Our experiences highlight that the key avenues for achieving this are empowering teaching staff as open practitioners and equipping them to engage in OER-enabled scholarship of learning and teaching.

## Using this case study

- **Open Education teams will:** Learn strategies for developing impactful open education projects and incentivising academic authors.
- **Educators will:** Understand the benefits to their teaching and opportunities for academic reward available by engaging with open education on its own terms.

## What we were trying to solve

- Resistance or hostility from senior academics to support teaching staff time for writing OERs due to the perceived negative impact on academic progression: time writing an OER is time not writing research articles
- Struggles experienced by authors to get their OERs classified as research outputs to get recognition for the work and “justify” the workload
- The need to improve how we promote our OERs both internally and externally.

## What we initially tried

- Seeking grants and funding to pay out teaching time for academics to spend the time writing their OER textbook – looking for external grants and talking to the Advancement team
- Advocating to senior academics on the merits of open textbooks from a student equity perspective
- Developing promotion and communications campaigns and holding online book launches.

## Doing OER advocacy ‘smarter, not harder’

The La Trobe eBureau was founded in 2016 and has spent almost a decade engaging in serious OER advocacy, which has brought both immense successes and many failures. Recently, we shifted gears to a strategy focused on advocating for OER in a ‘smarter, not harder’ way. A key part of this change was adopting a slower, analytical, debrief-based approach powered by reflective practices. This aimed to unearth the underlying drivers for both our unexpected successes and our recurring stumbling blocks.

## Formalising reflection and reflexion

In 2024, we began normalising a new practice of holding formal “retrospectives” with everyone involved in a particular open education project (both academics and professionals), scheduled just prior to the point of publication. This [structured practice](#) serves as a project debrief and provides valuable insights into what worked and did not work for each project. Crucially, it also encourages reflexive practices, which is an approach that goes deeper than reflective practice. Its distinguishing feature is that it focuses on how participants see themselves and their ‘given’ assumptions. This can cultivate thinking about how they have changed as practitioners.

This generates questions like:

- ‘how does my positioning affect my assumptions about Stakeholder A?’
- ‘how do my initial assumptions about the benefits of OER affect how I collaborate with Community A to achieve project goals X and Y?’

These insights have generated a profound rethinking process about fundamentals, which has compelled us to revisit the purpose of open education and how we reframe it to ourselves, our colleagues, and the university community. These changes have been so powerful that we have now [embedded reflective practice](#) across our whole open education program.

## Reflexive practice question: how do our unexamined assumptions compromise our advocacy?

We use the term ‘reflexive practice’ here to highlight how we critically examined our own position as librarians with no lived experience being an academic. Recognising this helped us to ‘unlearn’ our assumptions about how academic workloads operate. This made us more attentive to how teaching staff experience OER barriers.

Critically understanding our own positioning helped us position our OER advocacy differently. We used this ‘smarter, not harder’ approach to recognise we were on the wrong path when we asked academics to estimate how much money would pay out teaching hours to free up time for developing open textbooks.

Feedback from teaching staff identified the following problems with this idea:

- Estimating this figure was difficult because the question “how much time do you need to write a textbook” is impossible to answer without any specific context
- Paying out teaching time withdraws teaching staff from active teaching practice which severs the “live” link between OER development and reflective practice
- Single-minded focus on a sole specific long-term task (like developing an OER) will be crowded out by competing priorities unless it is nested as a means to achieve a higher priority purpose

- Finding colleagues who can replace teaching staff is difficult. This takes a significant amount of time, handover work, and administrative planning.

In a nutshell, we identified that we were framing OER development as a separate activity to be added to and subtracted from academic workloads. This approach creates a major problem because it frames OER initiatives to teaching staff as standalone units of ‘more work’. This additive approach also separates it from teaching activities, rather than seeding projects from existing teaching practice to solve problems from within (by doing them differently). This ‘more work’ narrative means that teaching staff often (understandably) dismiss these ideas as “nice to have, but yet another thing I can’t fit into my unsustainable workload”.

## Reflective practice question: what is the point of open education?

Our reflections about why our approach was failing led us to a broader examination of how we see open education and frame its purpose.

When we first launched the La Trobe eBureau, we primarily envisaged it as a **social justice intervention** to save textbook costs for students (Salisbury et al, 2023). This rationale was understandable at the time: it was driven partly by our institution’s [values](#) and student demographics, and partly because as an emerging program we took a lead from experienced U.S. initiatives.

However, our experiences highlight that framing student cost savings as the primary benefit of OERs has three weaknesses, particularly in Australia:

1. **Zero Textbook Cost programs for saving student costs aren’t directly rewarded** (in their own right) in the current Australian higher education system ([unlike in the U.S.](#))
2. **Framing OER as “just like commercial textbooks, but free” is enormously self-limiting**, as it doesn’t recognise the full spectrum of OER capabilities for transforming teaching. For example, many La Trobe academics express frustration about the ‘one size fits all’ nature of traditional textbooks: that they are static, dry, and content-focused rather than pedagogically-focused. By contrast, OER projects can enable much more ambitious goals such as ‘fit-for-purpose’ alignment of form, content, and pedagogy. This is because they are uniquely flexible and not required to ‘be everything for everyone’ for mass market profits.
3. **Single-minded focus on student cost savings does not always speak to the diverse priorities of teaching staff.** Putting all our eggs in this basket meant we missed the big picture: ‘OER-enabled pedagogy’. This is a radically open-ended toolbox for solving a wide spectrum of problems (Wiley, 2021). Its broad utility to all open practitioners is enabled by the defining feature of OERs: the [‘five Rs’](#). Many academics do care deeply about student equity but are rarely incentivised to tackle this problem, so in a time-poor environment, it is often drowned out by competing priorities. A narrow advocacy strategy focused solely on one benefit will fail to engage these other urgent priorities.

## Centring the practitioner on their own terms

Bringing these three points together, we decided to broaden our view of open education beyond student cost saving benefits. We were influenced by researchers who have highlighted that teaching practitioners' agency is decisive for widening OEP engagement (Stagg, 2023). This research suggests that practitioners are influenced by a wide 'ecology' of context-sensitive factors, and therefore advocacy needs to be flexible rather than singular or static.

Combining our experiences with this research, it became clear that we needed to diversify our advocacy. This pivot aimed to recognise the wide-ranging priorities of teaching staff on their own terms and actively align OEP with them. Taking this as our new starting point, we became much more effective at articulating open education as an [\*extension of practitioners' existing work\*](#) to address goals that are meaningful to them, rather than 'more work' that adds new goals. This does not mean advocates should deprioritise student cost saving benefits, but it does mean situating these benefits as one element in a richer [\*multi-pronged advocacy\*](#) strategy, thereby avoiding a single point of failure.

## Rethinking our fundamental vision

### Fitting a square peg into a round hole

For years we wrestled with a key dilemma: how do we incentivise open textbook projects, given that OERs are excluded from the criteria for classification as research publication outputs? It makes sense that research outputs are a priority for many academics, given that it has implications for academic workload allocation. However, after investing immense efforts into diverse strategies to solve this problem, we found very little success except one sole win for the humanities open textbook [\*Democracy in Difference\*](#). This was discouraging, but our initial disappointment enabled us to take an important step back so we could reflect and reframe our approach.

### Transitioning from OER to OEP

Our pivot to searching for alternative solutions turned out to be decisive. Reflexive practices helped us to step back from the 'librarian perspective' and examine the big picture. We then used our new broadening understanding of open education to find better ways of supporting teaching practitioners. This meant redeveloping the La Trobe eBureau's fundamental vision.

Our first step was to abandon our traditional Library-centric 'production pipeline' mindset in which we positioned ourselves primarily as OER publishing experts. In this schema, publishing OERs was the project endpoint in itself, rather than one key project milestone towards achieving broader transformation to achieve open practitioners' goals. This was clearly reflected in our OER development workflow at the time, which represents a single-minded focus on OER production (see Figure 1).

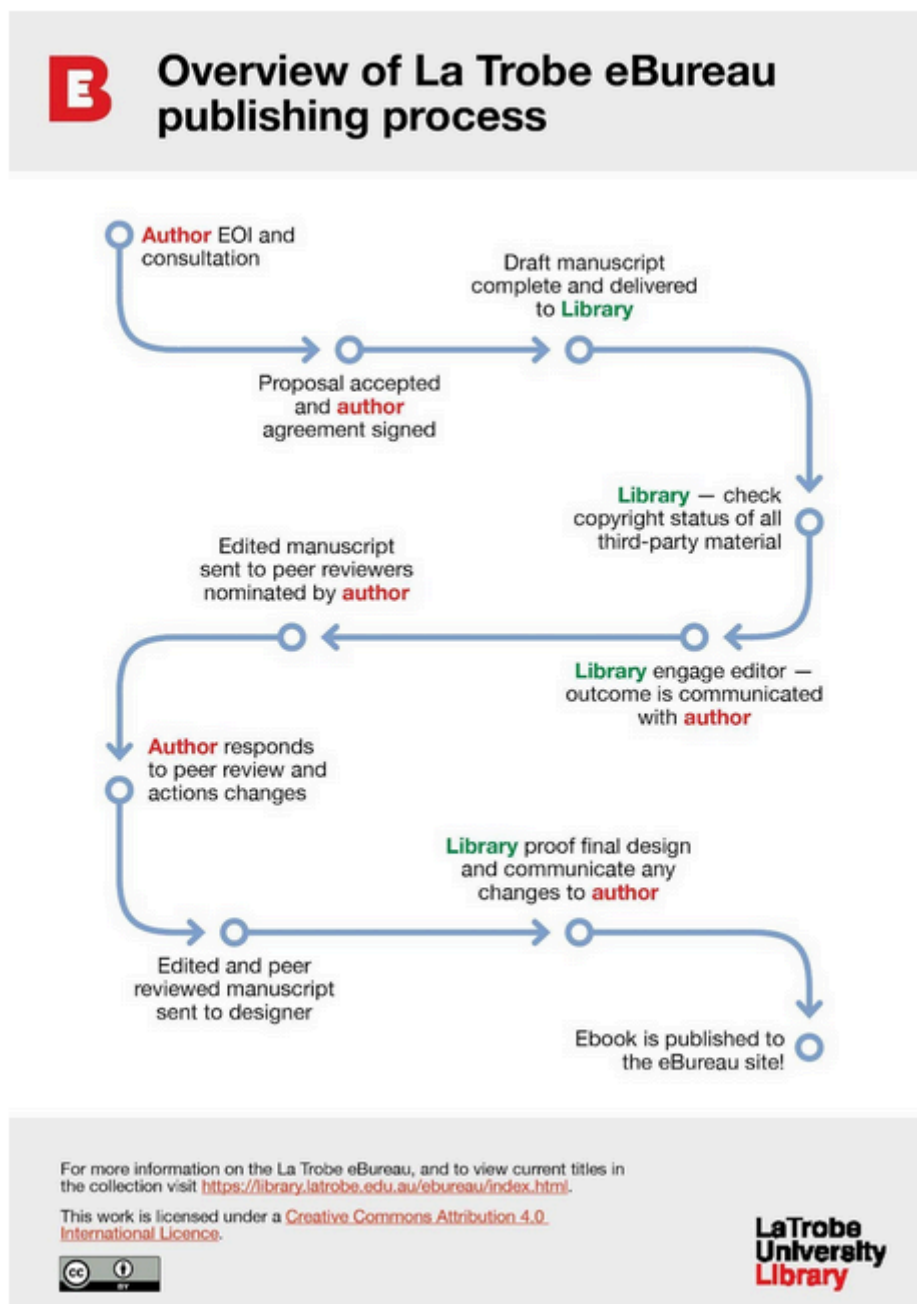


Figure 1: A library-centric ‘production pipeline’ schema that informed the La Trobe eBureau’s traditional practices by La Trobe University Library, licensed under CC BY [Go to image description]

This approach suffers from a fatal gap: it is not primarily framed by actual teaching staff practices and experiences. This is a key omission because these are the guiding stars for the most important pair of elements in any OER project: problem-focused ideation and post-publication implementation into learning design. These elements should drive OER production, not the other way around.

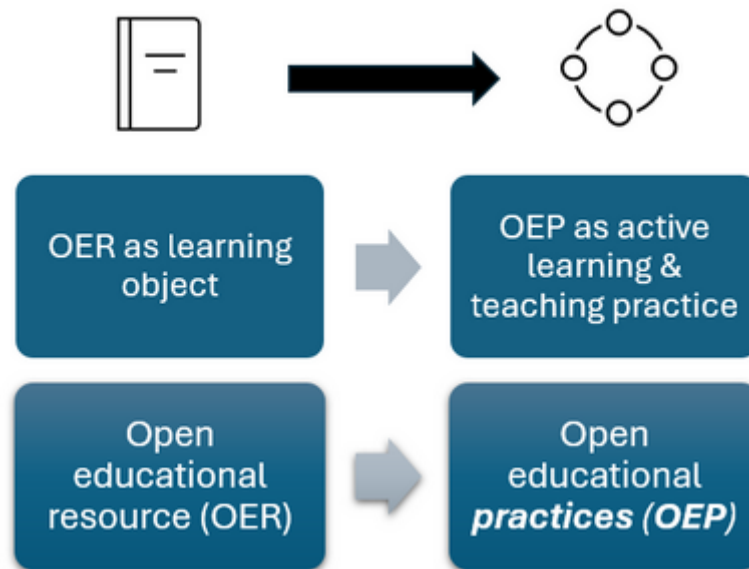


Figure 2: Transitioning away from a publication-focused OER-centric approach to an active OEP practice-based framework by La Trobe University Library, licensed under [CC BY](#) [[Go to image description](#)]

Our reflexive practices created the space for us to embrace sustained uncertainty about our new model. ‘Wiping the slate clean’ enabled us to transition towards a broader OEP-oriented framework (see Figure 2). This situates OERs in context: as a tool that must be paired with symbiotic learning & teaching practices to be impactful. Together, this pairing equips open practitioners to solve diverse problems.

## Shifting focus to learning & teaching recognition

We turned our attention towards learning & teaching reward programs (e.g. teaching awards, grants, and promotions) once we recognised that it was a dead end to get OERs counted as research publications. Naturally, the criteria for these programs are much more strongly aligned with open education projects compared to research publications criteria.

However, this alignment is not plainly self-evident. These incentive programs do not mention OERs and therefore open education programs can play an invaluable role by connecting the dots to support practitioners (see Table 1). We have been [successful](#) in articulating these connections to achieve recognition, but this was only possible because of our new approach to open education.

**Table 1: Example points of alignment between OEP and common academic reward and recognition criteria (drawn from La Trobe academic promotion documentation)**

Academic reward/recognition criteria	Alignment with OEP
Innovation in learning & teaching	OER-enabled freedom to design new learning models
Broad recognition in the scholarly community	Open access = high visibility
Influencing other educators	Building communities of practice around an OER
Disseminating knowledge widely	Open licenses maximise dissemination
Evidence to support your application	Tangible portfolio of OER + related analytics/data
Scholarship of learning & teaching	Research projects to evaluate OEP interventions

## OER projects as evidence for teaching recognition

Academics seeking recognition face a key challenge: the bulk of their teaching labour is ephemeral and therefore often rendered invisible and difficult to evidence. OER are uniquely placed as a tangible form to embody these practice-based efforts. OER analytics are powerful for this, as quantitative indicators are easily understood by university administrators.

We have found this to be a transformative discovery for using ‘primary OER’ (such as open textbooks) to support [award](#), grant, and [promotion applications](#). So we are now piloting this strategy across the whole learning & teaching cycle (See Figure 3). We use our open repository to publish ‘secondary OER’ as open artefacts (e.g. [assessment rubrics](#) and OEP project [tools](#) / [surveys](#)). Consciously or otherwise, this exemplifies the knowledge production aspects of Hamilton and Hansen’s ‘practice-led research’ OEP model (2024).



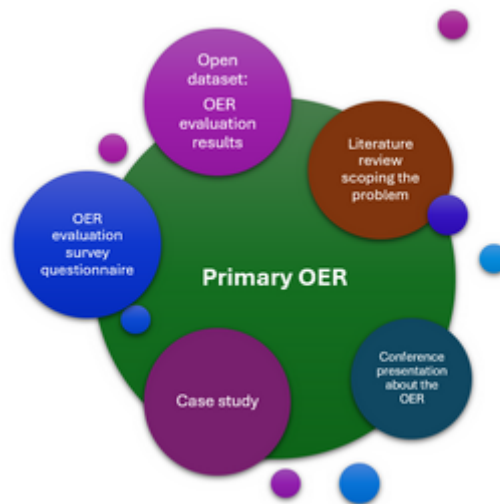


Figure 3: Open artefacts generated through OEP that “orbit” a primary OER, and can be considered secondary OER recognised as both research and learning & teaching outputs by La Trobe University Library, licensed under [CC BY](#) [[Go to image description](#)]

## Problem-focused OER design for impact

From our experience, there is one common factor that generates both academic motivation for open education projects and success in reward & recognition: a systematic understanding of the problem being solved. Less successful projects all suffered from vagueness in this area.

We illustrate this by examining two of our OEP projects that are successful in this way.

### Example 1 – Threshold Concepts in Biochemistry

In the case of *[Threshold Concepts in Biochemistry](#)*, the project was driven by enthusiastic academic motivation for OER development. This energy was generated by strong clarity about the project’s greater purpose for solving specific teaching problems (it’s ‘why’). A key ingredient was investing in patient ideation for understanding the problem on a deeper level, enhanced by a collaborative ‘critical friend’ model.

Our methods included:

- classroom observations and reflective teaching practices
- analysis to identify common student errors
- a targeted literature review of biochemistry education studies
- breaking down the problem into distinct elements

- scoping out the breadth of the problem

These efforts directly generated a clear series of guiding principles for how we would achieve problem-focused OER impact (see Table 2). In turn, these naturally led to formulating well-defined project aims and scope: to develop a concise and conceptually-focused resource that specifically tackles STEM threshold concepts in an accessible way.

**Table 2: How a systematic understanding of the problem can create purposeful guiding principles for OER design**

Problems identified	Guiding principles for OER-enabled solution
Struggles learning complex “threshold concepts”	Break down threshold concepts into elements
Anxiety and under-confidence	Express a pastoral educator presence/voice
Didactic teaching models	Use a conversational tone
Intimidating content-heavy traditional textbooks	Tightly focused scope, exclude unnecessary detail
Difficulty navigating detail-level information	Provide conceptual framing to navigate details
Discipline-wide and global learning problem	Choose permissive open license to enable reuse

The harmonious relationship between this project’s purpose, principles, and outcomes resulted in strong OEP alignment with all the reward criteria discussed earlier in Table 1.

This led to several career recognition achievements for the lead author (Julian Pakay) such as:

- [Successful](#) CAUL grant application
- Being commissioned by two biochemistry journals to write articles on OER
- Attracting two cross-institutional co-authors
- 12,500 web engagements; 5,633 visitors; 2,480 downloads
- International recognition through three [glowing reviews](#) on Open Textbook Library

Julian also [won a Scientific Education Award](#) in Australian biochemistry by applying similar problem-focused OER design methods for an earlier project, [Foundations of Biomedical Science: Quantitative Literacy Theory and Problems](#).

## Example 2 – Becoming a Climate Conscious Lawyer

In this example, we demonstrate how OER projects can scale up impact by seeding themselves inside larger practice-based interventions to enhance existing project goals. In this case, the educational intervention is not merely a “new open textbook”, but rather a sweeping project called [Climate Conscious Lawyers](#) led by legal educators and practitioners. It aims to fundamentally change the nature of Australian legal education by mainstreaming climate change considerations into it.

Our open textbook *[Becoming a Climate Conscious Lawyer](#)* forms a key part of this, but was itself generated by the preceding foundational project phase to systematically understand the problem through a [national survey](#) of law academics. This created strong clarity of purpose for the second phase to develop *[Becoming a Climate Conscious Lawyer](#)* as the ‘core content’ OER responding to the climate change teaching gaps expressed by the survey respondents.

This OER is powered by an unusually large group of practitioners (many recruited as authors from the survey contact list) because the project’s problem-focused clarity resonates with their collective values and teaching experiences. This group has formed an emerging community of practice generated by their passion for solving this problem (see Figure 4).



Figure 4: Collective passion for solving a problem brings together a community of practice by La Trobe University Library, licensed under [CC BY](#)[[Go to image description](#)]

*Climate Conscious Lawyers* is a project that uses OER as one of its three primary tools (see Figure 5). It is an expansive OEP-powered project to solve problems in legal education at scale, rather than a standalone OER production project. This is a more holistic approach where OER production serves a greater purpose than itself.

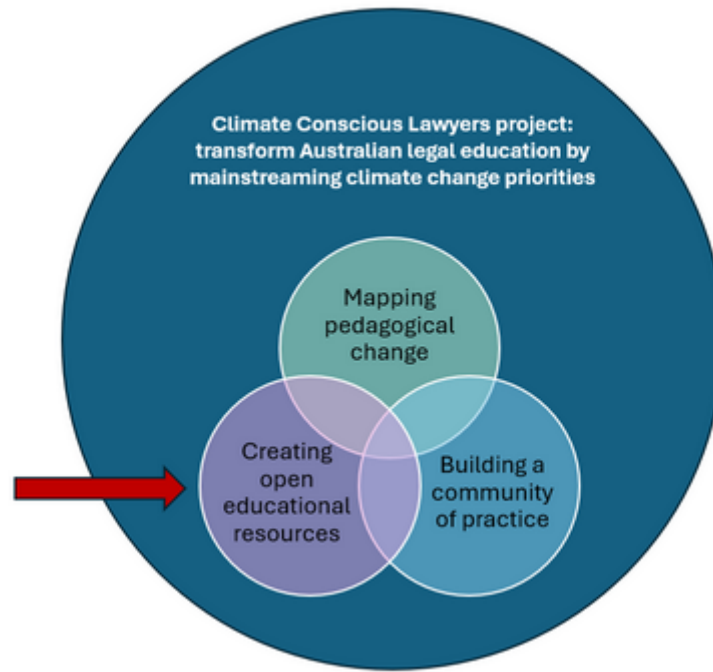


Figure 5: Creating OERs is one of several elements enabling a higher-level project goal by La Trobe University Library, licensed under CC BY [\[Go to image description\]](#)

## Impact evaluation follows from problem focus

Establishing a clear problem to be solved made it [easier to assess OEP project impact](#). Evaluation methods follow directly from the problem-focused OER ideation phase. Like any other teaching intervention, it boils down to these questions:

- Based on our goals established to solve the problem, how do we know if the intervention worked?
- Did it work?

At this point, things came full circle to solve an unexpected earlier dilemma. We observed that our most engaged practitioners shared a common general process:

1. Identify a phenomenon within teaching and learning
2. Develop a hypothesis about the phenomenon
3. Run a controlled teaching intervention to test the hypothesis
4. Evaluate the intervention's impact in these terms

Sure looks like a scientific experiment to us!

This simple formula generates a multitude of open publications and artefacts that directly address common institutional priorities around supporting the scholarship of learning and teaching (e.g. research-in-practice

conference talks, journal papers on the teaching intervention, datasets, and other outputs). This process began as an OER evaluation method, but accidentally created a solution for our original problem: aligning OEP with reward and recognition incentives.

## The process is the point: transforming practice

Our reflective practice through our ‘[retrospective](#)’ [workshops](#) has organically grounded our open education program in a concept we keep returning to: ‘process as pedagogy’. For us, this refers to how OEP acts as a learning experience in itself that transforms practitioners and changes how they relate to their teaching practices and students.

Influenced by our exposure to Indigenous Australian thinkers and worldviews (Yunkaporta, 2019), we started to question our traditional focus on the outputs, and examine the richness of the creative process itself (see Table 3). Most of the academics we collaborate with are transformed by the process of creating open textbooks and other OERs. What if the process is the point?

**Table 3: Two different process models, two different starting points, two different ends**

Resource-centric model	Practice-centric model
Identify topic	Identify problem and possible solution
Write content	Find collaborators
	Form community of practice
Publish content	Publish content
Measure usage	Evaluate impact of solution
	Discuss and publish about intervention and impact
	Adjust teaching in response to findings

We observed that the OER development process is enriched by progressively circulating new iterations of content to find collaborators, attract feedback, and form a community of practice that orbits the project. This insight drove us to revise our traditional approach to ‘book promotion’ that was originally a discrete post-publication launch phase. We replaced this with a cycle of continuous engagement that begins disseminating an initiative as soon as a project proposal is formalised.

Here is a sketch of this new process to help prospective open practitioners understand where everything fits in (see Figure 6):

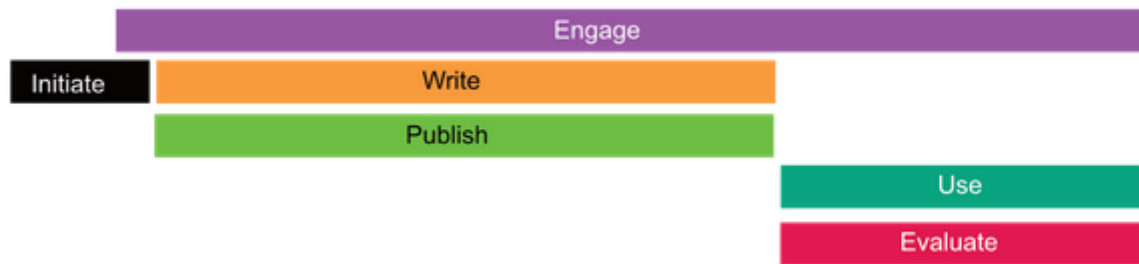


Figure 6: Different elements of an OE project overlap rather than being entirely sequential. Engagement continues through most of the life of the project by La Trobe University Library, licensed under [CC BY](#) [Go to image description]

But what happens after evaluation? If the evaluation finds that the resource needs to be amended or added to, someone from the community we have created might want to amend it. The process is, in fact, a never-ending cycle (see Figure 7):



Figure 7: The project timeline becomes circular, with use and evaluation providing insights that fuel the next iteration by La Trobe University Library, licensed under [CC BY](#) [Go to image description]

## What we learned

Bringing together all these elements, we believe we have resolved a number of challenges:

- **Time management:** The best way to tackle time management challenges is to reframe the problem by focusing on practitioners' existing priorities and motivations. Open education projects are

uniquely capable of aligning with both intrinsic and extrinsic motivation. However, this requires situating OER development as a means to achieving greater ends that are meaningful to practitioners for solving an existing identified problem, rather than being an end in itself isolated from bigger priorities.

- **Motivation:** Most educators are intrinsically motivated to improve their experience of learning and teaching, both for themselves and their students. Empowering these practices is more effective than focusing on a ‘publishing output’, especially when advocates connect the dots between OEP and learning and teaching reward criteria. If the purpose is clearly aligned with evaluation planning, this naturally generates scholarship of learning and teaching outputs, which comes full circle to feed extrinsic motivation by publishing research.
- **Impact:** When practitioners frame their OER planning in a problem-focused way, evaluating the impact of the resource will follow naturally from this. Sharing evidence of impact will also drive adoption by other practitioners.
- **Engagement:** The OER development process generates more than the primary OER output it publishes. The concept of ‘process as output’ can continuously engage other educators and build an emerging community of practice. This group can collectively contribute and serve as enthusiastic early adopters rather than a new audience to whom we have to ‘cold sell’ the resource.
- **Reward and recognition:** OERs align poorly with criteria for research publication classification. By contrast, they are a natural fit with learning and teaching focused academic reward systems (when paired with synergistic teaching practices). Problem-focused OER design is more likely to create impact and enable evaluation, which in turn positions practitioners to fulfil recognition criteria related to evidencing scholarship of learning and teaching.

We started by thinking about how to attract authors and ended up in an unexpected place! The answer was essentially to turn our assumptions on their head: Academic reward and recognition follows on from **addressing clear educational goals, engaging with educators in the field, and measuring the impact of the project.**

## In practice

Our paradigm shift in thinking means we are now focused on overhauling our existing program and processes to ensure that we:

1. **Connect with the diverse existing priorities of academics** by demonstrating how OEP can address these. Achieve this by promoting a [multi-pronged spectrum](#) of open

education benefits and avoiding narrow advocacy strategies.

2. **Prioritise support for teaching-focused staff to develop themselves as holistic open practitioners.** Systematically [integrate reflexive practices](#) into OER development (rather than a single-minded focus on quantitative OER production).
3. **Identify specific teaching problems** and **formulate measurable goals** that will solve these problems. Use this to generate meaningful motivation and guiding principles to drive projects.
4. **Connect the dots to align OEP programs with criteria for learning and teaching grants, awards, and promotions**, rather than research publication classification criteria.

Inspired by Anna Rubinowski and Lauren Halcomb-Smith's workshop on rubrics at the 2024 VALA conference, we are developing a rubric to guide how we critically assess new open education project proposals. In the spirit of OEP, we are sharing [our current iteration](#) – we encourage you to provide feedback or adapt it.

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-



## Image descriptions

Figure 1: a Library-centric ‘production pipeline’ schema that informed the La Trobe eBureau’s traditional practices

A diagram illustrating the original La Trobe eBureau OER development process. A flowing arrow begins at the starting stage “Author EOI and consultation” and ends at the last stage “Ebook is published to the eBureau site!”. Several stages are marked throughout this process: in order they include draft manuscript submission, copyright review, copyediting, and peer review.

[\[Return to Figure 1\]](#)

Figure 2: transitioning away from a publication-focused OER-centric approach to an active OEP practice-based framework

A box showing movement from concepts on the left to those on the right. A header row shows a book with an arrow pointing right to an icon representing a circular process diagram.

Underneath the header row are two more rows. In the first is a box labelled “OER as learning object”, with an arrow pointing to “OEP as active learning & teaching practice”. The second row shows “Open educational resource (OER)”, with an arrow pointing to “Open educational practices (OEP) – the last two words are emphasised.

[\[Return to Figure 2\]](#)

Figure 3: open artefacts generated through OEP that “orbit” a primary OER, and can be considered secondary OER recognised as both research and learning & teaching outputs

A cluster of circles indicate a “constellation” of concepts that work together. In the centre, a large green circle is labelled “Primary OER”. Around the edges of this circle are five smaller circles in various colours. They are labelled, from top-left moving clockwise:

- Open dataset: OER evaluation results
- Literature review scoping the problem
- Conference presentation about the OER
- Case Study
- OER evaluation survey questionnaire

Several other even smaller circles also surround this group – they are not labelled, representing possible (theoretical) other aspects of the project.

[\[Return to Figure 3\]](#)

Figure 4: collective passion for solving a problem brings together a community of practice

A large pink circle labelled “Community of practice” is surrounded by other smaller light pink circles, several of which are labelled. These labels are, from top-right clockwise:

- Peer reviewers
- Authors
- Champions
- Editors
- OER experts

Several smaller, unnamed circles also make up the image.

[\[Return to Figure 4\]](#)

Figure 5: creating OERs is one of several elements enabling a higher-level project goal

A large blue circle is labelled “Climate Conscious Lawyers project: transform Australian legal education by mainstreaming climate change priorities”. In the lower half of the circle sit three smaller circles which intersect symmetrically, in a venn diagram. A red arrow points to these smaller circles from the left.

The smaller circles are labelled, from the left clockwise:

- Creating open educational resources
- Mapping pedagogical change
- Building a community of practice

[\[Return to Figure 5\]](#)

Figure 6: Different elements of an OE project overlap rather than being entirely sequential. Engagement continues through most of the life of the project

Coloured bars indicate a gantt chart. The top row is purple and labelled “Engage”. This runs almost the entire length of the page. The next row has two bars – on the far left is a black box labelled “Initiate”. The

prior row (Engage) begins just before the “Initiate” box ends. It is followed on the same row by a yellow box labelled “Write”. Directly underneath, matching the length and start and end points of “Write” is a green box labelled “Publish”. These boxes run for approximately 60% of the length of the chart. On the next row is an aqua box labelled “Use”, and directly under that is a matching red box labelled “Evaluate”.

[\[Return to Figure 6\]](#)

Figure 7: The project timeline becomes circular, with use and evaluation providing insights that fuel the next iteration

This diagram represents the same concept and workflow as the gantt chart in figure 6. It is, however, now bent back on itself to form a series of concentric circles rather than being straight lines.

[\[Return to Figure 7\]](#)

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- **Sarah McQuillen**, Academic Librarian, University of South Australia

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Hugh Rundle is a librarian and technologist. During his career of more than two decades in public and academic libraries, Hugh has championed open access to knowledge and culture, and open technologies. Hugh is currently Manager Digital Discovery at La Trobe University.



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Steven Chang coordinates open education programs at the La Trobe eBureau. His focus is on empowering teaching academics and professional staff as emerging open practitioners through collaborative ‘Third Space’ projects. Steven is a Co-Convenor of the Open Educational Practices ASCILITE special interest group. His current role is Coordinator, Open Education & Scholarship at La Trobe University.

# UOW LIBRARY: IN-STEP WITH OUR ACADEMIC COMMUNITY

University of Wollongong

Samantha Hutchinson; Christina Salopek; and Susan Jones

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## Overview

This case study demonstrates how the University of Wollongong (UOW) librarians advocate for the adoption of **Open Educational Resources (OER)** to the academic teaching and learning community. We take a strengths-based approach to showcasing their value, impact, and benefits in enhancing accessibility and enriching the broader suite of resources available to support teaching, learning and research needs.

In 2023, the UOW Library commenced a deep dive into the open scholarship supports and services available to our academic community. UOW is committed to creating knowledge for a better world and empowering students for their future as clearly articulated in the institution's 2020-2025 Strategic Plan. The project is directly aligned with our goal of making it easy to find, use and create content, and UOW's institutional commitment to the United Nations Sustainable Development Goals.

The UOW Library has 56.3 FTE (Full-Time Equivalent) staff and our Liaison Services team consists of the following:

- The Learning & Engagement (L&E) team, with 3.8 FTE staff, are focused on supporting the teaching & learning (T&L) endeavours of UOW academics.
- The Research & Engagement (R&E) team, with 5.4 FTE staff, are focused on supporting researchers and the institution's research excellence goals.

As a Library, we have transitioned from a transactional relationship with academics and students, towards one of deep understanding across the research and teaching and learning lifecycles. Integral to this work is an evidence-based and user-centred approach, partnering with our academic and student community to collaboratively advance open scholarship from all perspectives.

## Using this case study

In this chapter, we examine:

- How UOW Library is building awareness, interest, and appetite in partnership with our academic community while ensuring the sustainability of this work
- Library advocacy to lift the profile of open educational resources (OER) benefits as part of the suite of resources clearly aligned to the teaching and learning agenda at UOW
- Lessons learnt from the early adopters at other institutions
- How to leverage existing relationships, and build new ones, across faculty and professional units at UOW.

## Key stakeholders

Initially, the key stakeholders of the scoping project included the Library, the Research Services Office (RSO), and the Graduate School of Research (GRS).

As the project progressed, it became evident that our stakeholders extended across three distinct cohorts:

- Library staff, in particular the Learning and Engagement, Resource Sharing, and Collection Development teams, who interact directly with academics regarding resources used for teaching and research purposes;
- Academic staff, particularly subject coordinators managing large student enrolments and essential textbooks and resources for their subjects;
- UOW students who need access to essential library resources for their studies and who encounter issues, particularly with limited or restricted access to high-demand resources relevant to their subjects.

The success of the scoping project was driven by the active involvement of our academic community. Their perspectives and insights were integral to shaping our collaborative approach to the adoption of OER for teaching, learning and research purposes.

We recognised the importance of partnering with academics to achieve the best and most equitable outcomes for students. Ensuring this approach was sustainable and scalable has been a central focus throughout the project's development and implementation.

## Background information

The Library-led initiative responded to a pressing need for equitable, accessible, open, and cost-neutral learning experiences, as highlighted by feedback from academics and students facing difficulties in accessing many of their subject's essential learning materials.

The scoping project emerged in response to concerns and frustrations expressed by UOW academics and students especially during peak periods in the academic calendar. Staff and students continually encountered barriers to information such as restrictive user license models for ebooks, limited availability of required editions for essential texts, and challenges students faced in purchasing costly textbooks. Data from the Library's Chat service (Ref Analytics) further underscored the need; revealing a consistent demand for ebooks required by large undergraduate and postgraduate coursework cohorts for assessment tasks and tutorial participation. These issues hinder effective learning and raise equity concerns, as the cost and accessibility of textbooks disproportionately impacts students.

Academics, particularly those interested in exploring alternative and complementary resources, expressed a growing curiosity and interest in the OER model to alleviate these access challenges and to enrich and align with their subjects in an open and equitable manner. However, the distributed nature of the OER landscape posed difficulties for faculty to navigate without adequate support. The Library recognised the importance of engaging OER advocates or champions to guide their peers in adopting open resources, thus addressing some of these challenges and fostering a more equitable and supportive learning environment.

## Project description

The project aimed to elevate the profile of OER among UOW academics by encouraging the adoption of existing OER, with the long-term goal of inspiring the UOW academic community to adapt or create their own OER.

In 2022, the L&E team developed an introductory OER library guide as part of the Library's Services for Teaching and Learning online supports. This guide introduced academics to the concept and benefits of OER, how OER differs from open access resources as part of a holistic approach to developing and understanding the application of open licensing and to highlight key OER discovery platforms. Academics were also encouraged to seek further assistance from the team to identify suitable OER in their subject area.

A key element of the approach is our tactical communications strategy, to integrate the OER agenda and its benefits into the annual communication channels of the L&E team. These communications were adapted for different contexts and included:

- Faculty Education Committee reports
- Presentations to Schools and Faculty
- Individual conversations with academics and subject coordinators.

These conversations centred on partnering to identify suitable resources from both the Library's collections and authoritative OER repositories to support new and existing subject reading lists.

Further, L&E librarians shared success stories of assisting academics across various disciplines in searching for and curating potential OER for their specific subject needs back into our academic community. Our work as part of a broader open research project actively asked about use of open resources in both the T&L and research contexts, and throughout the project, the team actively pursued identifying OER champions to foster ongoing collaboration with us and to connect them with resources of interest within a sector-wide OER landscape.

## Key outcomes

While our progress in identifying OER champions took longer than anticipated, we are pleased to acknowledge and celebrate the successes we have achieved so far. One recent example is a first year History subject featuring a World History OER textbook chapter as a key reading. We share these examples of Open Pedagogy within, and beyond, the Library to raise awareness and support for Open Educational Practice (OEP) across the institution.

Looking forward, we aim to enhance the visibility of OER within the [Library's SEARCH](#) (UOW Library's main catalogue) results. We are adding openly available resource lists to our discipline-based library guides and investigating the creation of distinct collections within our catalogue to highlight these materials to our staff and student communities. This work will better position these resources alongside our subscription-based and licensed resources. This integration will further support our goal of making OER, and other openly available content, a more prominent and accessible option for academics. This work aligns with Goal 1 of UOW's 2020-2025 Strategic Plan of empowering students for their future (University of Wollongong 2023), a Library goal of making it easy to find, use and create content, and Goal 4 of the United Nations Sustainable Development Goals (SDGs) Quality Education, which fundamentally focuses on the provision of more inclusive and equitable access to educational materials.

To strengthen our communication efforts and support for academics, the L&E team plans to leverage our information literacy expertise in threshold concepts and scaffolded learning. We aim to refresh and improve the current OER library guide (as of August 2024) alongside the section on ordering new resources and how we clarify issues, concepts and relationships surrounding the often confusing world of copyright, Public Domain, open access, and OER. By incorporating a range of communication methodologies, we hope to clarify and better illustrate key concepts to aid our end-users' understanding of options for navigating resource issues, such as the complexity and limitations of commercially licensed ebooks compared to the openness and flexibility of OER and other materials available using Creative Commons licenses. These enhancements will better equip the team in our one-on-one consultations with academics, particularly as they prepare for new teaching sessions. Additionally, we will continue to seek opportunities to engage and support the growing pool of dedicated OER champions.



## Learnings and recommendations

As a small team, relative to other University libraries in Australia, we took an approach of capacity building, awareness raising and tactical communication strategies as our first position. Coupled with our exceptional relationship building expertise, a reputation for positivity, enthusiasm, and a solutions-focused approach, we have taken an incremental approach. This approach is situated in pragmatism – it is essential that we develop a sustainable and scalable approach for both the UOW Library and our academic community.

This work underscores the importance of being consistently aware and empathetic toward how academics perceive resource issues in their discipline and how they might respond to our well-intentioned approaches. Academics appreciate access to our expertise and guidance; but for many academics initially navigating and making headway in the OER environment this can still be an ‘on top of’ versus ‘instead of’ way of curating learning resources. We have learned that they will expect and value practical measures of support.

## Champions statements

This project underscored the value of collaboration and communication towards building strong partnerships and maintaining clear communication with key stakeholders. Developing cross-institutional partnerships was particularly valuable, as it enabled us to connect with other academic libraries to address central concerns and have a forum to discuss our questions regarding planning and strategising best-practices for OER adoption and implementation. These partnerships allowed us to explore both successes and challenges, gaining a deeper understanding of the complexities involved in advocating for OER. Fostering collaborative internal and external partnerships was pivotal in shaping our advocacy strategies for OER within the academic community. This included enhancing the visibility and understanding of OER across various communication platforms, such as Faculty Education Committees and more informal faculty-based newsletters, where the concept, value, and benefits of OER were shared.

The role of the L&E Librarian is uniquely positioned to engage directly with our academic staff, facilitating meaningful, solution-driven conversations that listen to and act on addressing needs while offering realistic Library informed perspectives. We recognise and emphasise that OER should not be promoted in isolation, but rather within the broader context of licensed library resources and open access materials available to support academics with curating or developing relevant learning content and making it accessible to their students. This approach assists academics in understanding how OER can complement their teaching and their students’ learning needs. We carefully consider the language and

imagery we use when discussing OER, especially when helping to guide academics new to teaching, for example:

- What language and phrases might an early career academic use when discussing these types of resources?
- What images come to their mind when we as librarians mention terms such as 'OER'?

This ensures that our conversations are supportive and align with the academics in their understanding, rather than projecting our own knowledge as librarians navigating the digital information environment.

## In practice

Advice to share:

- Implementing OEP requires a tactical and collaborative approach. Drawing from our experience, we recommend beginning with professional development opportunities, such as the CAUL (Council of Australian University Librarians) OER Professional Development Program. Professional development initiatives are invaluable for building foundational knowledge and skills central to building awareness and advocacy towards a transformational and equitable model of learning. Do not underestimate how your learnings can influence colleagues in your library and help them to develop and deepen their own understanding. Reciprocity is essential, and we embrace this principle at UOW Library.
- Engaging the academic community early is essential to build an appetite of awareness and interest for the benefits, value, and impact of OER on teaching, learning and research. Advocacy through a community of library OER champions ensures academics understand our role in leading and supporting OER initiatives and are supported by UOW librarians' expertise. It is important to consider the student experience and student voice and use evidence of persistent access issues to build a compelling case for OEP. Aligning the library's approach in building awareness for OER with the institution's strategic goals, particularly around equity and the principles of the Australian Universities Accord,

strengthens advocacy efforts.

- Practical support is highly valued by academic staff, for example assisting with locating existing OER, often more than access to expertise alone. Therefore, it is important to be realistic about the scale of what can be achieved and maintained. Providing tangible assistance that addresses immediate needs fosters stronger engagement with OEP initiatives. Additionally, utilising the library's digital environment to drive evidence-based decision-making is crucial. Analysing data on textbook inaccessibility and publisher restrictions helps inform OEP strategies and builds broader support within the institution.
- Finally, never underestimate the value of reward and recognition, both within your institution and the sector. In 2023 the Library initiated an Open Access Week Award, and as OER adoption and creation increase we will consider the initiation of an OER Award.

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- **Melissa Jurd**, Education and Research Librarian, Southern Cross University
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## Further resources

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Samantha Hutchinson  
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Samantha's passion is open scholarship and she values every opportunity to speak with researchers including HDRs, academics, professional colleagues and students about the complementary benefits of this agenda to the Higher Education (HE) sector, the individual and society more broadly. She is currently

Acting Scholarly Communications Lead, and is loving the opportunity to work with this team to implement a new open access repository. As part of her substantive role she is a passionate advocate of the faculty she supports – Arts, Social Sciences and Humanities. She has worked in the HE sector at multiple Australian institutions and prior to this worked in England at the University of Salford and Universities UK, where her love of HE policy first grew wings!

## Christina Salopek

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Christina Salopek is a Learning and Engagement (L&E) Librarian specialising in developing inclusive, sustainable and technologically-enriched learning pathways, across a range of disciplines and cohorts to support the UOW teaching and learning community. An advocate for transformative learning experiences and applying creative solutions in the delivery of learning and engagement services, Christina's previous roles within museums and curatorship ignited an interest in Open Education, UX and delivering innovative, solution-driven approaches aligned to the needs of users within a higher education setting.

## Susan Jones

UNIVERSITY OF WOLLONGONG

Susan Jones is a Learning and Engagement Librarian with the Liaison Services team at the University of Wollongong (UOW) Library, (BA, Grad Dip (Lib & Info Sci), AALIA). Her previous roles at UOW have included Faculty Librarian and University Archives Manager. She has been a keen supporter of information literacy and lifelong learning, as well as community engagement. Susan advocates the benefits of open access resources for teaching, learning and research needs of UOW students and staff, as well as other users across the wider community.

# ADOPTION

# SUPPORTING OER ADOPTION THROUGH A GRANT PROGRAM

Deakin University

Angie Williamson

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## Overview

The use of **Open Educational Resources (OER)** in teaching and learning in higher education can benefit both students and academic staff. Just as there are many places to find OER, there are just as many ways in which OER can be incorporated into teaching and learning activities. The Deakin University OER grant program enables academics to explore OER available in their discipline or to develop new resources, and to use these in their practice. Although the program also supports academics to develop new OER, the purpose of this case study is to demonstrate the various ways in which academics can be supported by a centralised program to incorporate adopted OER into teaching and learning. While developing a new resource can be rewarding, reusing and adapting resources can be similarly rewarding as these open practices can deliver significant cost savings for students with a lesser time commitment.

### Using this case study

While the examples included in this chapter have been supported by a grant program, this case study aims to provide ideas for the adoption of OER in practice. These ideas can be actioned with or without the support of a centralised program. Librarians, academics and learning designers could use this case study to formulate ideas for their own practice for the adoption of OER and as examples that could be used in advocating for the adoption of OER.

## Key stakeholders

An OER Grant Program requires collaboration from key stakeholders across the institution. The successful delivery of high quality projects results from collaborative partnerships between faculty staff, library staff including the Open Education Librarian and the Copyright Team, and other third space

practitioners such as learning designers. While the staff are main collaborators in the OER program, the key stakeholder group at the centre of the OER adoption projects are the students. Students can benefit greatly from an OER adoption projects. Research has shown in addition to decreases costs for students in purchasing textbooks, moving to an open textbook improves access to resources increasing student retention (Bol 2021) and success (Colvard 2018).

## The grant program

The Deakin OER grant program commenced in 2021 to support staff to develop capability in open practices that remove barriers for diverse learners (Hamilton and Hansen, 2024). OER can be used in units and courses in many ways from including an individual resource such as a section of text or an image into learning resources, to converting all resources in a unit or course to OER. Moving to open resources can require substantial amounts of time and work. Locating suitable resources and including these in the learning environment to achieve the required pedagogical outcome can require time, as well as learning design expertise and technical skill. Providing support to academics and professional staff to complete this work can increase the movement towards greater OER usage while supporting the skills development required for open practice and increasing positive experiences for students.

At the commencement of the program, the library team had a steep learning curve in program development. At the time, in the library there was minimal understanding of the Australian open educational environment. Identifying this need, environmental scanning of other institutional programs was conducted and numerous resources were consulted to understand the process of establishing and conducting a program. Of particular relevance was the OER Adoption Pyramid ([Trotter & Cox, 2016](#)) that demonstrated the complexity of implementing an OER program at an institutional level. As the program proceeded, individuals' awareness and capacity levels increased as anticipated in the OER Adoption Pyramid but as an Institution, multiple infrastructure questions and development needed to be addressed. These were resolved through collaborations and internal development.



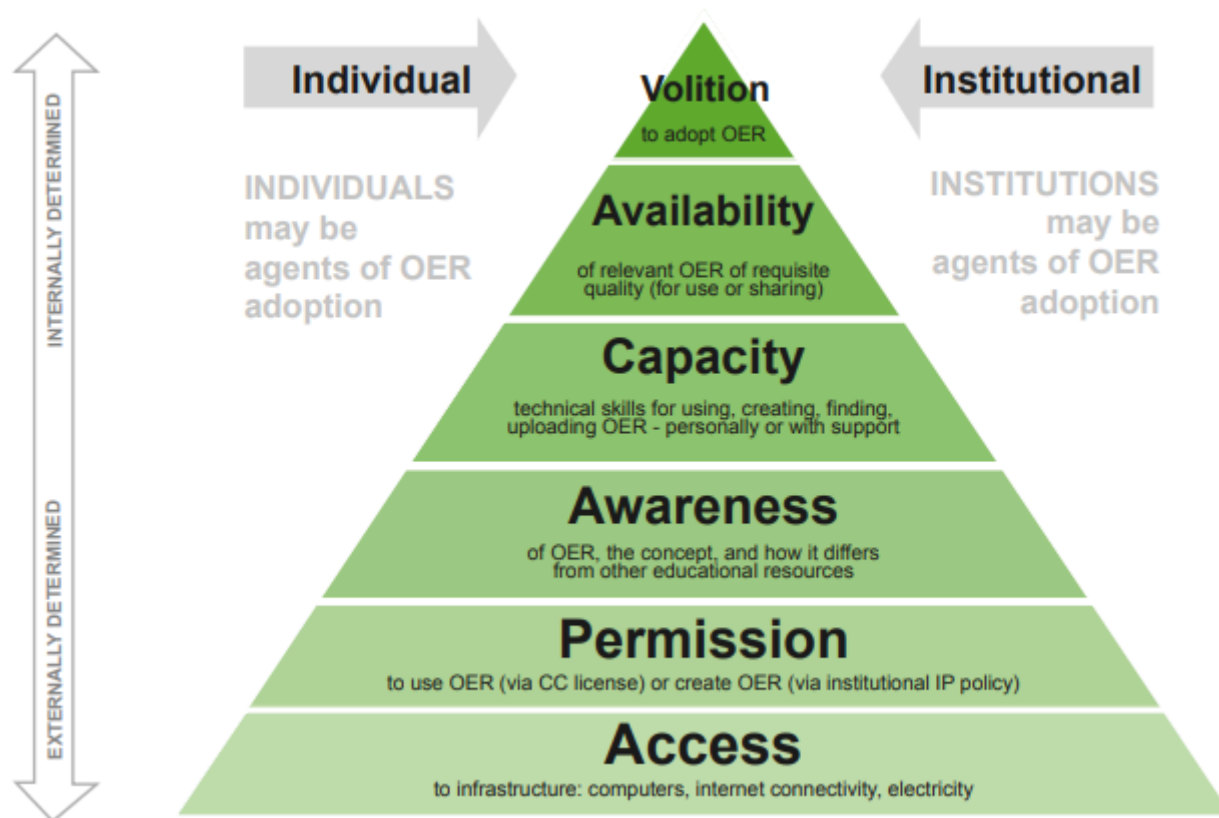


Figure 1: OER adoption pyramid by Trotter and Cox, 2016, is licensed under [CC BY](#) [[Go to image description](#)]

## Adoption examples from the grant program

Through the grant program, Deakin has supported academics in locating, adopting and adapting OER for use in units, in addition to OER creation projects. This case study focuses on adoption with three exemplar projects to showcase the considerations for these practices. Adopted resources may need to be altered to fit the teaching need and so also included here are some additional ideas involving adaptation of OER.

### Example 1 – Moving from a commercial textbook to an open textbook

A common project type supported by the grant program involves assisting an academic to move from a commercial text to an open textbook. Drivers typically associated with these projects include saving students' money, limited library access to commercially published texts and the suitability of commercial texts to the teaching need. Commercial texts may be too complex or too simple for the unit content or may contain too much content to cover in a unit. With OER texts, the resource can be adapted to suit the needs. While making the change from one textbook to another may sound easy, modern higher education learning management systems and educational practices can influence the complexity of change. Additionally, commercial publishers often provide ancillary resources to accompany a textbook such as

slides, videos or question banks. These may need to be created when changing from a commercial to an open textbook, expanding the scope of the project.

Through the grant program, academics were supported to locate an open text (if they did not have one in mind already), make changes to unit sites and develop supporting resources. Often the grant was used to fund academic hours or learning designer participation in projects to complete the work. Library support provided as part of the program for these projects has included capability building in searching for OER and providing copyright advice.

## Example 2 – Including content from an open textbook into a unit site

With similar motivational drivers to example 1, another type of adoption project supported by the grant program includes the incorporation of OER content into a learning management system. These projects can benefit from aligning an OER conversion project with a subject review or upgrade. As an alternative to setting an OER as a textbook for a unit, the content is included directly into the unit site as permitted by the Creative Commons licences with appropriate attributions. This integrates all of the learning content in the one location, removing the need for students to move between different resources.

Through the grant program, academics are supported to locate suitable resources and map these to the topics and learning outcomes, identifying where the sections of the OER can be used in the unit site. Similar to the example 1, library support for these projects includes training on searching for OER, reusing content, developing attributions and copyright advice.

## Example 3 – Remixing open texts for a large science unit

An extension of the adoption of OER involves the adoption and subsequent adaptation of OER. In cases where there may be more than one relevant text or where the unit involves cross-disciplinary learning, a single text may not fit the needs of a unit. Projects of this type can include the assembly of chapters into a resource or the more granular incorporation of OER content such as images or paragraphs into a resource. These projects can be complicated and involve the tracking of where content has come from, and reworking to assemble content into a coherent resource. Different OER have different writing styles and original content is also required to provide linkages between the adopted content. Projects of this type may be more time intensive and through the grant program, funds are commonly used for additional academic time.

As part of the grant program, these projects require extensive copyright advice alongside additional library support with training on searching and reusing content.

## Other project types

The grant program has also supported additional adoption projects including the sourcing of resources

other than textbooks for inclusion in a unit site. Library support for these projects involves searching advice, training and copyright advice.

## Increasing OER usage through an institutional program

If an institutional program supports adoption projects, an awareness of project types and flexibility in program processes can contribute to a successful program. Adoption projects can be smaller projects such as reusing learning activities requiring a lesser time commitment or larger projects such as adopting an OER textbook. For academics considering the conversion of an entire unit or course to using OER resources, this can be strategically included as part of a subject review, course review or initiation of a new course. Understanding the unit and course review cycle at the institution can inform program coordinators of suitable times to seek grant or project applications.

From our grant program experience, some techniques for encouraging the move to OER can be:

- When searching for resources at any time in the unit lifecycle, check out the OER repositories and search engines first – you may find the perfect resources, saving the time and effort of developing the resource. Existing OER may also provide additional ideas for activities or learning experiences from a different perspective that may increase the inclusiveness in the course.
- Focus on a particular section or problem. By breaking it down into smaller sections, the task doesn't seem as overwhelming. Using a mapping document for the course and curating a list of OER that may suit your need.
- Get help! Approach your librarians, learning designers or learning support team for help. Librarians are expert searchers for resources and can assist in locating suitable resources.

## Grant program support services

Adoption of OER can save academic time and students money, but there are barriers to OER adoption including:

- Awareness of OER – OER advocacy and awareness raising activities can be incorporated into grant program objectives
- Unavailability of time in work allocation of academic staff – a grant program may support the hire of additional staff to enable an academic to focus on OER project work
- Skills required to incorporate or adapt OER – the grant program may facilitate collaborations between areas of the institution, developing connections between those that can help with projects.

As part of the Deakin OER grant program, services provided by the library to address these barriers included:

- Training on OER basics and OER searching
- Format and platform advice
- Accessibility information and advice
- Checking the copyright and Creative Commons licence compliance
- Specialist skills required for project work including video and image editing or the development of interactive content.

The library also conducted a Community of Practice (CoP) for staff on grant teams. The CoP enabled connections to be made between practitioners, provided an avenue to ask questions of the group and to receive advice on any issues, or just to talk through what they were doing to get feedback from the group. The Community of practice was attended by the grant teams and representatives from the library including librarians, learning designers and the copyright team. As the grant program progressed, some of these sessions were open to past years' grant recipients. By introducing the voice of experience, issues similar to those previously experienced and questions such as impact measurement could be discussed.

## Measuring program impact

As with any program, the impact needs to be measurable to ensure the program's sustainability. OER adoptions can provide numerous data points to develop a narrative on the impact of the program including:

- Student cost savings if moving from commercial text
- Student feedback
- Student surveys
- Academic testimonials.

### In practice

Questions to consider in your practice from this case study include:

- Is my institution/library leadership ready to consider establishing a grant program? Who is best positioned to establish a program? Where will the funds come from?
- What support could the library provide to encourage the adoption of OER? Is there capacity available to do this?

## Further resources

- [The OER Adoption Journey](#) (CC BY NC)
  - [Adoption Guide – 2nd Edition](#) (CC BY)
- 

## Image descriptions

Figure 1: OER adoption pyramid by Trotter and Cox, 2016 (CC BY)

Image of Pyramid displaying the 6 essential OER adoption factors. From top to bottom these are volition, capacity, awareness, permission and access. Individuals or institutions can be the agents of change.

[\[Return to Figure 1\]](#)

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The authors gratefully acknowledge the following people who kindly lent their time and expertise to provide peer review of this chapter:

- **Keith Heggart** – Senior Lecturer, University of Technology Sydney
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- 

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Angie Williamson  
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**Angie Williamson** is the Open Education Librarian at Deakin University. In this role, Angie coordinates the Open Educational Resources Grants Program at Deakin, supporting project teams and advancing the discussion of Open Education at the university. Angie has been involved in the wider open community through the *CAUL Enabling the Modern Curriculum* [OER Advocacy](#) project team.

# ADAPTATION



# AN EXHILARATING EVOLUTION

University of Southern Queensland

Dr Wendy Hargreaves

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## Overview

Open Education Resources (OER) are celebrated for sharing knowledge further than ever before across the digital world. **Remixed** OER have the bonus of being quick to produce. With our eyes captivated on **Open Education Resources (OER)** moving far and fast, we may overlook another remarkable motion spinning within OER themselves: the same technology and licensing that enables easy dissemination also accelerates the potential rate of revision. The switch from fixed, hard-copy textbooks to author-controlled, publishing platforms produces exciting opportunities for writers to refine their work across multiple, frequent iterations. Such potential for rapid change invites the question, if remixed OER can evolve quickly, what measures can creators take at conception to enable a positive, long-term development?

To answer this question, I trace my experiences as leader of a team who produced four iterations of the remixed open textbook *Academic Success* (Hargreaves et al., 2021) over four years. I share pragmatically my learnings about growth, change and time when I switched from regarding *Academic Success* as a single, fixed publication to a living, continually-evolving, educational resource. I present six recommendations that future creative teams may incorporate in their own resources to smooth development.

## Using this case study

This case study demonstrates how the benefits of team-created remixed OER can be increased by incorporating the following six recommendations to facilitate the long-term development of resources:

- Create a Writing Guidelines document
- Create an Authorship Policy for contributors
- Create an Editorial Board
- Include a **version history** in the resource

- Decide whether to retain or change URLs for resource revisions
- Create a spreadsheet for storing and mapping the resource's possible futures.

## Background information and stakeholders

In 2020, the University of Southern Queensland (UniSQ) offered an internal grant to encourage staff to produce open textbooks. From this funding, I was contracted for nine weeks as Project Lead of a team of learning advisors to remix Baldwin's (2021) text *College Success* into a textbook on academic skills for Australian tertiary students. My responsibilities involved reconceptualising the aim and structure of *College Success*; making editorial decisions on existing content; overseeing new content created by our team; and managing a short production timeline. For a detailed description of production, please see Hargreaves and Howarth (2022).

*Academic Success* began as a short, time-limited project, however I soon realised it need not be viewed with the finality of conventional publications. Ideas that I discarded due to time constraints could be resurrected only weeks after publication. A combination of instant, digital self-publishing and the speed of incorporating remixed content, altered my perception of the book as a single project to an ongoing iterative series. Our team could benefit from the ease and speed of revising, while students could benefit from a continually improving book.

## Project description

Once I re-envisioned *Academic Success* as a living publication, previous work was renamed Iteration 1. The book has undergone a further two iterations since, and a fourth is in progress. (See *Table 1* for an overview.) Each iteration begins inviting authors to revise old or pitch new content. Authors then work offline on their chapters, undertake a review process and incorporate changes. New chapters are inputted and released publicly on a nominated date while revisions are inputted progressively over several days.

	Iteration 1	Iteration 2	Iteration 3	Iteration 4
Release Date	20 January 2021	21 July 2021	12 January 2024	Expected release December 2024
Production Time	9 weeks	6 months	1 year	Expected production 1 year
Contributors	14 learning advisors 2 librarians TOTAL: 16	Additional: 1 learning advisor 5 librarians 1 peer coordinator TOTAL: 23	Additional: 1 academic 4 learning advisors 2 students TOTAL: 30	Additional: 2 students 6 digital learning staff TOTAL: 38
Content	4 new book parts 11 remixed chapters from <i>College Success</i> 7 new content chapters, but with remixed images	1 new book part 5 new chapters 9 revised chapters 9 retained chapters First Nations content added in revised chapters throughout book	4 new chapters 5 revised chapters 18 retained chapters Glossary Version history New First Nations artwork included	1 new chapter 27 retained chapters 5 videos
Structures Supporting Change	Writing Guidelines document created Authorship Policy document created Mapping spreadsheet created	Decision to create iterations rather than editions to retain the URL	Editorial Board formed Version History included	

Table 1: The Evolution of Academic Success 2020–2024

In addition to the listed contributors, an Open Education Content Librarian provided logistical assistance and copyright advice throughout the book’s development.

## Key outcomes

Iteration 1 of *Academic Success* met the brief for an Australian remixed textbook on academic skills. From February 2023 to August 2024 alone, the book received over 154 900 unique page views. Referrals to the book grew across iterations from a handful of academics recommending it to students, to it being embedded automatically as a recommended reading in all our university courses via the Learning Management System. The book is also utilised daily by learning advisors in student consultations and workshops.

Iteration 4 of *Academic Success* is currently in production. This release will extend student input in two ways. First, a new chapter will present student stories drawn from a student experience survey, expanding

on the quotes previously interspersed through the book. Secondly, five open content video skits written by students will be embedded in the book to illustrate concepts.

The relevant key outcome in this case study, however, is not the book's future direction nor its positive reception, but the implementation of systems and structures that I will describe that have enabled fluid evolution.

## Learnings and recommendations

My observations of *Academic Success* since conception offer insights on how to facilitate the development of remixed OER in three areas: growth, change and time.

### Growth

The number of UniSQ contributors to *Academic Success* increased from 16 to 38 over four years. Maintaining a consistent writing style and format with a sizeable team required effort. The Writing Guidelines document I created in Iteration 1 circumvented repetitive conversations with new contributors in subsequent iterations. In hindsight, the guidelines could have also included an explanation of Creative Commons licence levels; instructions on writing attributions; and links for finding remixable resources.

Next, I created an Authorship Policy to address the order of authors' names in a chapter. A conventional "level of contribution" rule is unworkable in remixed OER when valuing one author's small input of new text against another author's large input of edited, remixed text. The policy stated that co-authors would choose their order jointly and use alphabetical order if conflicted. More importantly, the policy explained that the altruistic and collaborative spirit of OER should flavour negotiations.

Across four years, the book's content grew from 18 chapters to a startling 28. The restrictions of production costs that normally curtail length in conventional publishing were absent. "Adding more" was simple, fast and cheap. The new challenge became retaining a clear vision of the book's scope. For example, for Iteration 4, a potential contributor proposed a chapter on one specific student cohort. The editorial board declined it because it would open the gates for chapters on every student cohort, ultimately shifting the emphasis from the book's primary purpose. I was reminded, however, that OER, by nature, unlock possibilities. The author could produce their own **derivative** of *Academic Success* that remixes the entire book for the cohort and includes the proposed chapter.

### Change

The expedited growth of *Academic Success* sparked administrative changes. From Iteration 3, my designation as Project Lead of co-contributors changed to Lead Editor of a three-member editorial board.

In application, I performed the same duties, however I appreciated the recognition and valued accessing the combined wisdom of a board.

With an editorial board, *Academic Success*' future as an ongoing publication seemed more assured than depending on one person's employment. Indeed, employment changes prompted challenges in author attribution too. Iteration 3 brought a new contributor who wanted to heavily revise a chapter from an author who departed. Theoretically, as Baldwin was clearly acknowledged as the original source, we could have replaced our old author's name with the new. In practice, it felt disloyal, particularly knowing that the departing member cited his chapter in his publications list for his new job. The situation was resolved by including both members as co-authors of the chapter. Admittedly, endlessly extending the list of authors is not an elegant solution for iterative publishing. Consequently, from Iteration 3, we incorporated a version history in the back matter of *Academic Success* to acknowledge all authors and their contributions. Retrospectively, it would have been ideal to have included a version history from Iteration 1 and state clearly in the Authorship Policy how we would acknowledge departing authors' work.

Changing chapters created other challenges for the book. New chapters were prepared privately then released publicly on specified dates, while revisions were inputted live across several days. For Iteration 2, I considered briefly duplicating chapters, revising them offline then releasing them publicly, but that required using new **Uniform Resource Locators (URL)**, which would break the hyperlinks embedded throughout the university. Consequently, I opted for live editing on nominated dates with sufficient staff assigned to assist. Strategically, *Academic Success* was released in iterations rather than editions specifically to retain the same URL. Not only were the hyperlinks secured but data on book usage was accumulative, which looked more convincing when leveraging support and building recognition.

## Time

When I changed from viewing *Academic Success* as a mortal book to an infinite publication, I discovered interim strategies for enabling long-term ideas. For example, when the chapter *Working with Information* expanded, the content on academic integrity was moved to its own, temporarily-short chapter in Iteration 2. For Iteration 3, it was expanded to full length and included a new, timely discussion on artificial intelligence.

My experiences with *Academic Success* taught me to consider immediate and distant timelines simultaneously. I managed the deadlines of each iteration while also using a mapping spreadsheet to plan for the future. For example, the idea of a glossary was conceived after Iteration 1 but not implemented until Iteration 3. Forward thinking also included contemplating remixed derivatives. For example, the authors of the chapter *Maths Foundations* wrote their chapter while discussing reusing its content for a dedicated maths textbook. Currently, I cannot predict when or if *Academic Success* will finish evolving. The structures I incorporated support its continuing development, and ideas for new content and revisions keep flowing.

## 6 Recommendations

Creating resources with a long game maximises the natural advantages of team-produced OER. Here are six recommendations for enabling a smooth development:

1. Create a Writing Guidelines document to instruct contributors on the resource's style, writing voice and Creative Commons licence type. Include an explanation of licences, instructions for writing attributions, and links for searching for reusable materials.
2. Create an Authorship Policy for contributors. Include a discussion of the order of authors and how content is acknowledged when team members leave.
3. Create an editorial board to share so that the longevity of the book is not dependent on a single person's presence.
4. Include a version history in the resource to acknowledge all authors and their contributions.
5. Decide whether to retain or change URLs for resource revisions. Consider the impact on data collection and sustaining hyperlinks.
6. Create a spreadsheet for storing and mapping the resource's possible futures.

## Useful resources

Baldwin, A. (2021). *College success*. University of Central Arkansas. <https://openstax.org/details/books/college-success>

Hargreaves, W., Bartlett, C., & Derrington, K. (Eds.). (2021). *Academic success*. University of Southern Queensland. <https://usq.pressbooks.pub/academicsuccess/>

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### In practice

The change to regarding Academic Success as a living, ongoing publication was rewarding and

unleashed an exhilarating evolution at a speed foreign in academic publishing. It is a force worth harnessing.

Reflect on this case study by considering the following in relation to your own practice:

- Creators of remixed OER have an opportunity to maximise the advantages of digital publishing with remixing for greater impact.
- Consider taking a long-term view of your resource at conception and implement the relevant recommendations even if your initial intent is for a single-issue resource.

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- 

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Dr Wendy Hargreaves is a Senior Learning Advisor at the University of Southern Queensland and Fellow of the Higher Education Academy. She has worked in education across 30 years in Australian primary, secondary and tertiary institutions. Her PhD and subsequent publications examined differentiating learners in jazz improvisation. Wendy's recent research interests include Open Educational Resources; Academic Language and Learning; and coaching in higher education. She is lead editor of the open textbook Academic Success – a study skills handbook for enhancing the first year experience of higher education students.



# TRANSFORMING OER: REPURPOSING MOOCS TO MICROLEARNING USING PRESSBOOKS

Charles Darwin University

Alison Lockley

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## Overview

Open education and sharing of **Open Education Resources (OER)** continues to evolve and adapt to the changing educational technology landscape and learner expectations. This chapter explores a case study documenting the transformation of two Charles Darwin University (CDU) Massive Open Online Courses (MOOCs) into a series of open textbooks hosted on the Pressbooks publishing platform. These open textbooks offer easy access to the OER materials in a variety of **microlearning** formats. No longer constrained by course requirements, learners bypass the need to enrol or register to view learning materials, which can be accessed at any time, and can complete as much or as little as they need. The ebook format also offers flexibility and accessibility through a range of download formats, multimedia, and print options.

MOOCs and open textbooks share much in common, making the transformation a relatively straightforward process. Both formats are fully online, open to anyone, and potentially reach a large audience. MOOC materials are already attributed with Creative Commons licensing where appropriate, and the existing course structure was key in informing the design and format of the ebook. A point of difference, however, is MOOCs are designed with scaffolded activities and a form of recognition for completion, which is not the case for open textbooks. Open textbooks provide organised information around topics and act as a reference or just-in-time learning, rather than a course. While there are opportunities to complete formative activities in open textbooks, these are not tracked but still provide valuable review and reflection of learning. The ability to create a microlearning format in an open textbook, including interactives and multimedia, allows for bite-sized learning around specific topics that can be completed quickly in 5-15 minutes.

For CDU, OER ebooks provide an effective and efficient way to share valuable resources from MOOCs that are no longer being formally offered. This case study illustrates how these MOOCs have been reimagined to provide free microlearning opportunities and contribute to self-directed learning.

## Using this case study

This chapter offers a way to preserve and share valuable resources from MOOCs that can be digested in a bite-sized format and support just-in-time learning.

## Key stakeholders

The stakeholders directly involved with this project were a small team within the Education Strategy portfolio at CDU. There was strategic support from the Pro Vice-Chancellor, Education Strategy, and some liaison with subject matter experts who were involved in the original MOOCs, where possible.

The small project team consisted of three people:

- Project Lead/Learning Designer, Alison Lockley (case study author)
- Learning Designer, Karin Pfister
- Learning Resource Developer, Erin Lawson.

## Background

CDU strives to be both a user and contributor of OER through approaches to education and sharing of information, with “openness” supported by strategic values and principles. CDU joined the early MOOC movement with three courses developed and offered to the public between 2013 and 2017. Like other MOOCs, they offered high-quality, accessible learning opportunities to a global audience (Lee et. al, 2023), and provided spaces to explore innovative approaches and emerging technologies without being constrained by accreditation requirements. With over 5000 students participating, the MOOCs also provided a powerful means to enhance outreach and visibility of CDU, and an opportunity for learners to get a taster for courses offered by the university.

In 2018, the external MOOC platform used by CDU was being decommissioned, prompting a need to rehouse the existing material. Much effort and resourcing had gone into the MOOCs, they had received great feedback and won a number of awards. Additionally, several CDU courses were leveraging parts of the MOOCs, and there had been requests to continue to access materials. This prompted an exploration of ways to continue to share the materials openly and cost-free to learners.

Several alternate MOOC platforms were initially explored, as was a pilot project to distribute the MOOCs via Raspberry Pi for remote learners. Around the same time, CDU was investigating ebook platforms as part of their OER strategy, and soon became the first university in Australia to sign an enterprise agreement with the digital publishing platform Pressbooks. Looking closer at learner requirements, and considering the overall value proposition for the university, Pressbooks emerged as the most suitable option for the adaption of two of CDU's MOOCs.

## About the two MOOCs

**“Charles Darwin, Evolution and Tropical Australia”** was CDU's first MOOC. Initially developed in 2013 and hosted by the great-great-grandson of Charles Darwin, Chris Darwin, this MOOC capitalised on the research and expertise from the School of the Environment at CDU. This MOOC introduces Charles Darwin, the theory of evolution, the esteemed naturalist Alfred Russel Wallace, biogeography, and an overview of adaptation of tropical organisms in the Northern Territory of Australia. The MOOC ran several times until 2016, notably supported by guest appearances from biannually appointed Charles Darwin Scholars: Harvard University's Professor Janet Browne, in 2014; and Professors Peter and Rosemary Grant from Princeton University in 2016.



Figure 1: Banner image for the “Charles Darwin, Evolution and Tropical Australia” MOOC

**“Who’s Counting: An Interactive Introduction to Accounting”** was developed by CDU and its Chinese partner university, Anhui Normal University. Offered partially in Mandarin Chinese and fully in English, the course was directed at students with little or no knowledge of accounting and incorporated a wide variety of engaging and interactive resources, including practical activities to introduce everyday accounting concepts. The MOOC used actors to embody different accounting roles, and presented an engaging storytelling approach with practical activities.



Figure 2: Banner image for the “Who’s Counting: An Interactive Introduction to Accounting” MOOC

## Value proposition

Adapting MOOCs into open texts with Pressbooks offered a range of benefits to CDU including:

- **Easy access for learners:** Open textbooks can be accessed and shared via a public link, without the requirement for a login or being restricted by course duration windows.
- **Learner preferences:** Adults tend to prefer shorter, more informal educational activities rather than traditional, longer format courses (Bannister et al., 2020) as seen in the popularity of social media for curating and sharing information. A microlearning format for MOOC resources, housed in Pressbooks, addresses these preferences while still openly sharing the valuable MOOC resources
- **Just-in-time learning:** Open texts support the many learners who only aim to build a certain knowledge base or upskill (Wang 2023) and are not motivated to complete an entire course. Microlearning can present significant benefits for learners in terms of improving engagement and attainment (Shatte & Teague, 2020) and for contributing to lifelong learning (Olivier, 2021).
- **Enhanced flexibility:** Open texts in Pressbooks can contain a range of interactives and embedded multimedia, and can be downloaded in a range of digital formats for viewing at any time. Each page has a unique URL making it easy to reference or link for existing CDU users.
- **Sustainable educational resources:** Open texts provide long-lasting digital resources that can be easily updated with new content. They can be used and shared with minimal support demands while reducing the need for physical printing.
- **Wider reach:** The audience for the adapted MOOC resources can extend beyond course participants to a wider global audience.
- **Cost effective:** CDU can leverage the Pressbooks system for creating the open texts as part of their annual subscription, without the need for additional hosting costs or support resources.

## Project description

The project to adapt the two MOOCs had a relatively short timeframe of 3 months, set by the imminent decommissioning of the current hosting platform. The project used a multi-stage approach based on the commonly used ADDIE instructional design model (ISFET, 2024), with stages visualised in Figure 3 and detailed in Table 1.

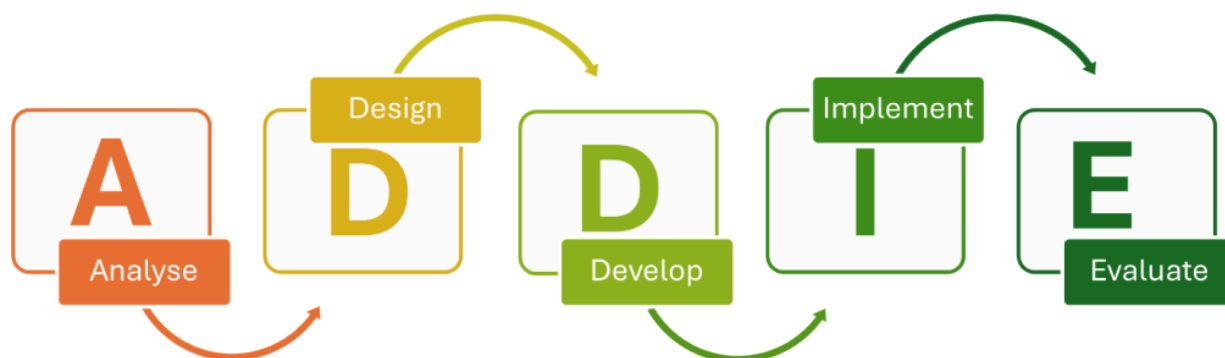


Figure 3: ADDIE cycle used for the project

**Table 1: Project stages and key tasks**

Stage	Key tasks
1. Analyse	<p>Review MOOC material for relevance, currency, and suitability, and curate resources</p> <p>Identify objectives for MOOC content adaption</p> <p>Consider audience needs and patterns of access from analytics and feedback</p> <p>Confirm content inventory including text, interactives, images, and videos</p> <p>Map topics, and how these could be logically grouped for ebooks</p> <p>Identify materials suitable to be adapted to ebook formats</p>
2. Design	<p>Select topics to be covered in each ebook. Topics were then distilled into focused sub-topics that could be easily digested in short periods, and independently accessed and completed</p> <p>Design each ebook structure, including chapters and sections</p> <p>Decide on content to be included and if changes need to be made to format to contextualise for ebook</p> <p>Plan the visual elements of each ebook</p> <p>Create ebook shells with basic structure</p>
3. Develop	<p>Copy content into ebooks and add/customise content as needed</p> <p>Adapt interactives and self-marking activities e.g. Articulate Storyline activities rebuilt in H5P</p> <p>Integrate visual elements, such as image, videos and theming</p> <p>Ensure media is optimised for ebook delivery and includes alternative text and attributions for multimedia</p> <p>Review and gather feedback from a sample of stakeholders (e.g. library, subject matter experts from MOOCs, learners) and make final amendments</p>
4. Implement	<p>Enable download options</p> <p>Test on devices to make sure the ebooks display and function properly</p> <p>Release as public link that is discoverable on CDU ebook and library catalogues</p> <p>Share information about the release of the ebooks to the CDU lecturers utilising materials in courses</p>
5. Evaluate	<p>Gather feedback and analytics on ebook use</p> <p>Schedule the ebooks for regular review</p>

## Key outcomes

The project resulted in the development of four ebooks from the two MOOCs (Figure 4), all openly licensed with the Creative Commons license CC BY SA.

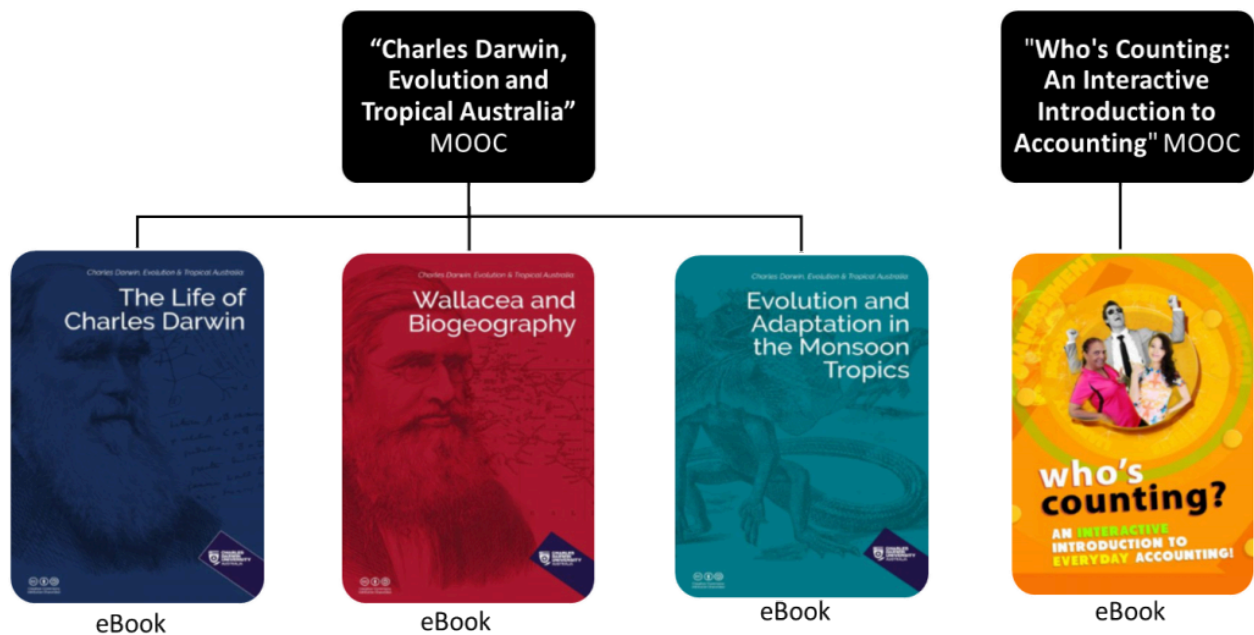


Figure 4: Book covers

Three ebooks were developed from the “Charles Darwin, Evolution and Tropical Australia” MOOC, drawing content from all four modules of the course. The final resulting titles included:

1. The Life of Charles Darwin
2. Wallacea and Biogeography
3. Evolution and Adaptation in the Monsoon Tropics

The most popular of these ebooks at the time of writing is “Evolution and Adaptation in the Monsoon Tropics”, which includes much of the video content created with CDU lecturers, and has been used by several of the Environment Science courses at CDU.

One ebook was created from the “Who’s Counting: An Interactive Introduction to Accounting” MOOC, drawing content from only the first module of the course. The decision to just create one ebook was based on the popularity and majority use of the first module, and the ownership of content to be freely shared as OER by CDU in an open textbook.

All four ebooks contain microlearning activities, including multimedia and interactive quiz content (Figure 5).



### Structure of business organisations

It is important that the business organisation is structured to meet its needs.

There are three main business structures:

1. Sole trader or sole proprietor
2. Partnership
3. Company or corporation



#### TEST YOUR KNOWLEDGE

A business which is a separate legal entity is a:

- ☐ Company
- ☐ All options are businesses which are separate legal entities.
- ☐ Partnership
- ☐ Sole trader

[Check](#)

[Review](#)

Professor Stephen Garnett discusses the construction of bowers by the Great Bowerbird. Male bowerbirds decorate their bowers to attract females. The following YouTube playlist consists of four consecutive videos.



Figure 5: Sample ebook activities

The ebooks continue to be accessed by learners both within CDU and around the world, and undergo regular review for usage analytics and link integrity (annually). The intended future direction is to look at possible improvements for content, layout updates and new activities.

## Project champion reflections

“It was important to keep the learner experience in mind when taking something so large and re-imagining it as bite-sized chunks of learning. It was necessary to re-evaluate wording and context as it was no longer this long journey you were taking the learners on, but rather a brief experience that would engage them but also “close the loop” so to speak on some type of measurable learning outcome. The re-creating of interactives using H5P (originally created in Storyline) was an integral part of the process and such a great way to revisit what had been done originally and evaluate the usefulness or necessity of each component.”

— Karin Pfister, Learning Designer



“I remember the transfer process being fairly straightforward, given that most of the video content was already hosted on YouTube. However, I do remember the images being a pain to download and re-upload individually, because when we initially just copy-pasted over, they were linking back to where they were originally hosted on the Blackboard Open Education site. And then adding all the details for media attributions...! Obviously, Pressbooks is not designed to have all the same functionality as an LMS, so we also had to remove any of the activities that relied on discussion boards or actual facilitation/moderation by lecturers.”

— **Erin Lawson, Learning Resource Developer**

## In practice

Learnings and recommendations:

- **Open textbooks:** Pressbooks is a highly recommended way to preserve and share valuable resources from MOOCs that are no longer being offered. Ebooks can be digested in a bite-sized format and better support just-in-time learning.
- **Structure:** Consider how the MOOC materials will be scaffolded in the ebook publishing platform, and take time to plan the structure before starting to build. Maybe the content is distributed across several ebooks, not just one. Consider audience needs carefully, including accessibility, and ensure that there is a logical flow and presentation of materials.
- **Multimedia and learning activities:** Interactivity in the digital environment is a key part of online learning. You may need to adapt or redesign original MOOC content to ensure there is multimedia and activities to support deeper learning. H5P enables the creation of interactive content within Pressbooks, allowing for the incorporation of quizzes, interactive timelines, and other engaging elements.
- **Discoverability:** Think about how your audience will find and access the ebooks. Work with your library to ensure they are discoverable and included in applicable catalogues. You can also increase reach through public search engine indexing, sharing on open educational resource platforms, and promoting via accessible online channels.

- **Project resourcing:** Allocate a realistic, flexible project timeline and draw on the strengths of a co-design team. You should also assess funding requirements and budget breakdowns before you start, to ensure the project is viable.
- **Licensing:** Carefully consider the licensing and intellectual property rights associated with the MOOC content and ensure all the materials to be adapted are suitable to be offered as OER, and that correct attribution is applied.

## Further resources

Access the ebooks here:

- [The Life of Charles Darwin](#)
- [Wallacea and Biogeography](#)
- [Evolution and Adaptation in the Monsoon Tropics](#)
- [Who's Counting? An Introduction to Accounting](#)

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## About the author



Alison Lockley

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Alison is a current PhD candidate and also a Digital Learning Designer with CDU. Alison has a broad range of experience and skills with e-learning, innovative educational technologies and learning design gained through 20+ years in education-related roles in tertiary education, government, and private sector. Alison has a Degree in Science, Graduate Diploma in Further Education and Training, and Master of Education degree. She also has extensive experience with Open Educational Resources (OER) and was the project lead and concept designer for a series of Massive Open Online Courses (2013-2018) developed through CDU's Innovative Media Production Studio. Alison was the Manager and design lead for a busy Innovative Resource Development Studio at CDU for 8 years and undertook a wide variety of educational design and learning resource development projects, including game-based learning, digital badges, OER strategy and implementing Pressbooks (ebooks), a platform for open textbooks. As an emerging SoTL scholar, Alison has authored and co-developed a large number of ebooks in Pressbooks as well as co-published 9 academic publications, including book chapters and a Q1 journal paper.

Alison has been the recipient of several awards including the 2020 Australian Awards for University Teaching Citation for outstanding contributions to student learning as part of the Academic Integrity Resource Development Team. Alison's interest for the granular approach to enhancing learning was ignited through her early work on learning objects in her Masters degree. Alison's continued dedication to enhancing the learning experience and advancing affordable learning options has led her to explore microlearning, and combine this with the opportunities and benefits of Open Educational Practice.

# CREATION

# ADAPTABLE RESOURCES FOR TEACHING WITH TECHNOLOGY

University of Technology Sydney

Dr Mais Fatayer

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## Adaptable Resources for Teaching with Technology

### Overview

UTS academics, like their counterparts elsewhere, create their own learning activities and assessments (aka teacher-generated pedagogies) that undergo continuous refinement over years of teaching. Despite the substantial number of academics across all universities, certain activities/assessments gain significant value through iterative improvements. Unfortunately, these valuable resources often go underutilised. The project highlighted in this case study endeavors to tap into these teaching ideas, restructuring them in a manner that others can derive value from. By doing so, we enable fellow academics to seamlessly incorporate these teaching activities into new educational contexts. This approach ensures that teacher-generated activities and assessments have an extended life, benefiting a broader spectrum of students.

Interestingly, teaching practice varies widely, encompassing both formally trained educators and those drawing on their practical experiences, navigating through trial and error, intuition, and engaging in social interaction and co-creation (Echempati, 2023; Lund, 2016; Rodríguez-Triana et al., 2020).

As professional staff, we acknowledge the wealth of teaching activities and assessments generated by academics. The central question is: How can we effectively harness this surplus of academic-created resources?

This case study proposes that the methodology and design principles applied to ARTT can be adapted by the wide range of academics in higher educational institutions into different learning contexts. The primary benefit of this work is enhancing the clarity and shareability of learning and teaching approaches among academics and learning designers at UTS and beyond.

## Abstract

This case study highlights the enhancement of shareability in teaching approaches, fostering collaboration among academics and learning designers in higher education through [The Adaptable Resources for Teaching with Technology \(ARTT\)](#).

The ARTT project is an initiative led by the Learner Experience (LX) Design team at the University of Technology Sydney (UTS). This project aims to create a collection of adaptable learning activities and assessments that can be shared and adapted across various learning environments in higher education. ARTT tackles the issue of underutilised teacher-generated pedagogies that have been developed and trialled, providing evidence-based practices that significantly enhance the student learning experience. For example, the collection offers activities that engages students at different stages of the academic session (e.g. academic semester), considers the size of the cohort and provide reusable digital assets that can be imported directly into learning management systems (LMSs).

The ARTT collection consists of two main sections: Learning Activities and Assessments. These resources are developed using a standardised template, peer-reviewed, and published on the UTS website as open educational resources (OER) under Creative Commons licenses. This approach ensures quality, consistency, and open access for users. As OER, the collection not only benefits UTS academics but also extends its reach to the broader higher education community. The project also engages academics in open educational practices (OEP) through meaningful contribution to the developing complete guides on implementing leaning activities and assessments for others. By enhancing the clarity and shareability of learning and teaching approaches through OEP, ARTT also contributes to the professional development of academics and learning designers, fostering innovation in pedagogical practices.

## Using this case study

This case study proposes that the methodology and design principles applied to ARTT can be adapted by the wide range of academics in higher educational institutions into different learning contexts. The primary benefit of this work is enhancing the clarity and shareability of learning and teaching approaches among academics and learning designers at UTS and beyond.

## Understanding the context: Why ARTTs?

In higher education, academics comprise both formally trained educators and those who rely on their own teaching practice. The latter often navigate through their experiences, relying on trial and error, intuition, and muddling through situations to articulate and justify their teaching choices (Echempati, 2023; Lund, 2016). While the teaching practices honed by experienced academics through years are highly valuable, they often remain overlooked and underutilised.

The ARTT project tackles several critical challenges in the educational landscape:

1. **Underutilised Teacher-Generated Pedagogies:** despite years of refinement, many effective teaching methods remain isolated with individual teachers, leading to a missed opportunity for sharing valuable experiential knowledge. The project aims to capture and disseminate these pedagogies, ensuring they benefit a wider audience.
2. **Sustainable Support for Learning Designers and Technology Integration:** As the demand for rapidly developing online courses within tight timeframes continues to grow, faculties require ongoing, scalable support. This increasing demand places significant pressure on learning designers, who are tasked with creating engaging and effective learning experiences under challenging conditions. The ARTT project directly addresses these challenges by offering robust resources and frameworks designed to empower learning designers, enabling them to quickly and efficiently develop technology-enhanced courses that meet the evolving needs of education.
3. **Accessible and Adaptable Teaching Resources:** There's a significant need for a centralised repository of easily accessible and adaptable resources that leverage technology for teaching. Academics frequently reach out to learning designers or curriculum developers for assistance in developing educational activities or assessments. While these requests originate from various faculties, they often share similar themes and demonstrate consistent needs in how technology can be utilised to facilitate learning. Usually, efforts spent supporting individual academics are often tailored to a specific subject, addressing the needs of just that one academic. When another academic



reaches out with a similar request, a different member of the central support team repeats a similar process, resulting in duplicated efforts. In essence, the same kind of support could have served multiple academics simultaneously, streamlining the workload and maximising impact. More importantly, the current approach means that the effort benefits only the specific subjects involved in each request, despite the fact that many other subjects across the institution could equally benefit from the solutions being developed. The project seeks to fill this gap by creating a comprehensive collection of resources derived from real-world experiences, making it easier for educators to integrate technology into their teaching practices, while at the same time maximising the benefits of these resources for other academics to adapt into their own teaching.

The ARTT project aims to provide a solution to these challenges by creating a centralised, open repository of adaptable teaching resources. This platform seeks to address the void by providing a way to share practices and resources in a collaborative and accessible manner. By doing so, it aims to improve the quality and efficiency of technology-enhanced teaching across various learning contexts in higher education, while also validating and utilising the valuable experiential knowledge of academics.

## Similar projects

Many higher educational institutions initiated instructional design resources for teaching with technology. For example, the Center for Distributed Learning at the University of Central Florida in the US, established the [Teaching Online Pedagogical Repository](#) for faculty and instructional designers interested in developing online and blended learning environments. Their resources are open for public access and they also offer the opportunity for contributors from anywhere in the world to share online learning pedagogies.

[OneHE](#) is an initiative that is committed to fostering a culture of sharing and accessibility in education, particularly through the creation and dissemination of OER. As part of this commitment, OneHE offers a variety of free courses, activities, and resources designed to support faculty in enhancing their teaching practices.

Another local example is the Flexible Learning project, funded by the Australian Universities Teaching Committee (AUTC). The “Flexible Learning project” is a collection of reusable learning design resources to assist academics to create high quality and flexible student learning experiences (Agostinho et. al, 2002).

## Key stakeholders

The ARTT project involves a diverse group of stakeholders, each playing a vital role in its progress. From project leaders to end-users, these participants collaborate to create, maintain, and utilise the ARTT collection.

1. LX Design team are the primary drivers of the ARTT project. Their responsibilities include: a) Leading the overall project b) Developing resources for the ARTT collection c) Creating and maintaining the template for resource development d) Peer reviewing resources and provide feedback to authors and e) Coordinating with other stakeholders.
2. Editorial team works closely with the LX Design team. Their main role is to ensure the quality of content in the ARTT collection. They build resources in the LX website, and maintain content standards.
3. Contributors includes a diverse range of professionals: a) Academics: University professors and lecturers b) Learning designers: Specialists in creating effective learning experiences c) Curriculum developers: Experts in designing educational programs. Contributors come from both UTS and other universities by providing the actual content for the ARTT collection, sharing their teaching activities and assessments.
4. UTS faculties are the various academic departments within UTS. They are the primary beneficiaries of the support provided by the LX Design team. Faculty members can use the ARTT resources to enhance their teaching practices.
5. Wider academic community of academics and educational professionals beyond UTS. They are potential users of the ARTT resources, as the collection is openly accessible. They can also become contributors, adding their own resources to the collection.

ARTT promotes diverse perspectives and innovative approaches to learning, fostering openness and empowerment among contributors. The complexities of education, particularly in the assessment sphere, have increased, emphasising the need to partner intentionally with students, academics, faculties, external industries, and communities to broaden the scope of these resources (Krause, 2023). This collaborative partnership, rooted in OEP, guarantees the preservation of authorship and upholds the integrity of the artefacts.

## The ARTT development process

The working group of this project consists of three learning designers and technology specialists and two curriculum designers. The members of the project team have significant experience in teaching, educational technologies, and research. These three domains of knowledge are crucial to sustaining the project and improving quality of outcomes.

The project team's expertise in teaching, educational technologies, and research is indeed fundamental to

the ARTT project's success and sustainability. The three domains contribute to the project's development and quality improvement:

1. **Teaching expertise:** Experience in teaching enables the team to design resources that align with pedagogical practices. It involves anticipating potential gaps or challenges in the learning sequence and verifying the practical application of the resources with actual teaching scenarios. Teaching expertise helps ensure that the developed instructions are not only logically structured but also pedagogically sound and effective in real classroom settings.
2. **Educational technological skills:** Understanding the affordances and limitations of various educational technologies is essential for creating resources that are adaptable and functional across different platforms. This includes testing for interoperability and ensuring that artefacts attached to an ARTT resource work seamlessly within the UTS Digital Learning Ecosystem (DLE). Familiarity with alternative technologies supported by UTS allows the team to design resources that remain maintainable and scalable, with the university's support infrastructure able to assist academics in adapting these resources effectively.
3. **Research competence:** Research skills allow the team to engage deeply with the academics, understanding the theoretical and pedagogical foundations underlying the ARTT resources. This enables the triangulation of evidence from both research literature and teaching practices, enhancing the credibility and depth of the resources. Moreover, research skills help identify indirect benefits of the developed activities, such as their impact on different learning environments or on student engagement and learning outcomes.

Combining these skill sets ensures that the ARTT resources are not only well-designed and technically robust but also theoretically grounded and capable of evolving with future educational needs and technological advancements.

In order to maintain consistency of developing the resources, the team has developed a special template that allows for step by step instructional design and technical implementation of the resource. Currently, there are two collections that have been established in this project: (1) Designing Learning Activities and (2) Designing Assessments.

Each resource is designed based on a set of attributes that describe its content as described in the ARTT template box. The set of attributes provide academics with an easy way to make quick decisions of suitability of the resource to their context. The instructions in each resource also cover in detail the learning design steps and the technical implementation of the activity or assessment that identify suitable technologies.

## ARTT template

The template consists of the following attributes:

- **Short blurb:** Includes a brief summary outlining the key activities described in each resource.
- **Why do this:** Outlines the objective of creating the activity and how it contributes to active learning.
- **How to do this:** A set of clear instructions that academics can follow to implement these activities or assessments into their own subjects.
- **What tools you could use:** This element includes a list of UTS-supported technologies required to implement the activity. It also features non-UTS-supported technologies that are well-known to academics.
- **When and where to use:** Provides recommendations on the optimal time to introduce the activity to students and suggestions for suitable discipline areas. It also specifies whether the activity is designed for fully online or blended learning approaches.
- **How long will it take:** Includes three time estimates: Build (the time for an instructor to build the activity), Teach (the time to deliver the activity), and Learn (the time a student will spend engaging with the activity).
- **What research tells us:** This important element highlights research findings on the benefits of the activity or the learning theory that explains how learning occurs within the activity.
- **Artefacts and examples:** Attached resources, such as learning objects, rubrics for assessments, or templates for specific activities, are provided to assist in resource development.
- **License and Attribution:** All resources are associated with a Creative Commons license, and authors are properly attributed. This also provides a platform for academics with a teaching-focused role to share their approaches.

The team works in an agile approach and meets every two weeks (i.e. sprint). As a core concept in agile project management, a “sprint” refers to a short, fixed period during which the project team focuses on completing a set amount of work. At the end of a sprint, each member presents progress with resource development to the rest of the team and receives constructive feedback to improve the clarity of instructions and the usability of the resource. On average, a resource is developed every two sprints giving two to three weeks for building the content and one week for the peer review process.

## ARTT learning design principles

The opportunity to present the project in different platforms (e.g. [UTS Learning and Teaching forum 2019](#), [Open Access Week 2020](#), [CAUL conference 2022](#), [ASCILITE 2023](#)) gave the opportunity to reflect on our learning design practices by seeking feedback from the diverse audience, benchmark against best practices and distilled key principles that continue to guide resource development. These principles include:

1. **Integration of digital pedagogy:** Emphasising the use of digital tools and approaches to enhance learning experiences.
2. **Active learning focus:** Crafted specifically for environments that promote active student engagement.
3. **Alignment with learning futures:** Embedded within the learning futures framework and LMS guiding principles to ensure consistency and effectiveness.
4. **Evidence-based methodology:** Grounded in a thorough review of literature, teaching practices, and the affordances of technology.
5. **Rigorous quality control:** Continuously refined through a robust quality assurance process.
6. **Targeted support:** Focused on providing tailored learning design support for high-impact activities and assessments.
7. **Designed for UTS technologies:** Optimised for use with UTS-supported technologies and commonly used tools.

As an academic or learning designer, the ARTT collection offers valuable support for curriculum development. Whether you follow your own learning design approach or utilise an existing model, the ARTT resources empower you to make informed decisions and enhance your content with proven strategies and insights. In the following example I used [Gilly Salmon's "Five Stage Model"](#) (Ruzmetova, 2018) as a foundational framework to develop an online subject. I integrated the ARTT collection at each stage of the model to design targeted activities for learners, ensuring a cohesive and engaging learning experience.

## Champions: Insights and reflections from project contributors

The collection provides a valuable resource for academics, enabling them to make quick and informed decisions in their teaching practice. It draws from the real-world experiences of educators, with contributors generously sharing their insights and strategies. For instance, in [her video](#), Amara Atif a Scholarly Teaching Fellow at the School of Computer Science, discusses her use of [scaffolding as a teaching strategy](#) while instructing the course “Enabling Enterprise Information Systems” in Autumn 2022. She notes that this approach significantly boosted class engagement, enhanced students’ understanding of the material, and increased their motivation as they became more proficient.

Learning designers at a UTS expressed enthusiasm for the project, with one senior learning designer stating, “This is exactly what the faculty needs.” Another learning designer commented, “You guys speak the language that we need between learning designers” indicating that the project successfully bridges gaps in communication and understanding.

## Moving forward

In 2024, ACCORD report stated that “Since the cessation of the Office for Learning and Teaching (OLT) in 2016, Australia has not had sufficient national focus on system-wide improvements in these areas. As a result, while there are many examples of high-quality teaching and educational research within Australian universities, the benefits of this work are not shared and systematised.” (Accord, 2024). Although there are pockets of high-quality teaching across Australian universities, the lack of a national framework for sharing and systematising these practices limits their broader impact. The ARTT project serves as a crucial initiative in addressing the gap identified by the ACCORD report.

Another challenge that we are currently facing is that the higher education sector has become increasingly reliant on technology, particularly with the proliferation of Generative AI. However, technology that is moving and changing in unpredictable ways. With resources such as ARTT, academics can make connections between what they want to teach with how it can be reimaged with a technological focus. Assuming that technologies are changing more rapidly than many educational concepts, each of these resources can be reused and updated commensurate with such changes. Open access and visibility of these resources, together with considering their currency, will ensure their usefulness and useability into the future.

## In practice

Final advice for future projects:

- As learning designers, we have the power to significantly enhance teaching and learning by creating resources that are both accessible and adaptable. However, to ensure the success and sustainability of such projects, a strategic approach is essential. Here are three key pieces of advice to guide you in building an impactful and enduring ARTT collection.
  - Start small with a clear vision: Building a community takes time and patience. Begin by focusing on a limited set of learning activities to establish a foundation, and gradually expand your community to attract more contributors. It is also essential to clearly define your project's purpose and ensure it aligns with your institution's strategic plans. This alignment not only reinforces the project's relevance but also garners institutional support and integrates seamlessly with broader educational goals.
  - Collaboration: The collective intelligence of a group can achieve far greater impact than individual efforts. Engage with your institution's community to gather diverse ideas and support, work across teams to harness varied expertise, and expand your network of contributors through professional platforms. This collaborative approach amplifies the reach and effectiveness of your project.
  - Embrace agile development and sustainability: Use an agile approach to iterate quickly, collect feedback, and plan for the long-term maintenance and promotion of your resources.

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# FROM BLANK PAGES TO COMPLETION: NAVIGATING THE PROCESS AND RESOLVING THE CHALLENGES OF CREATING A NEW OER FOR UNIVERSITY STUDENTS

Deakin University

Dr Sarah Steen

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## In conversation

For an alternative way to take in this case study, hear the author chat about their work on the Speaking of Open podcast.



*One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://oercollective.caul.edu.au/openedaustralasia/?p=837#oembed-2>*

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Figure 1: “From blank pages to completion”, adapted from “[Gray and white pathway between green plants on vast valley](#)” by Lili Popper, per [Unsplash License](#). [[Go to image description](#)]

## Overview

How do you console an upset colleague? How do you assist a colleague who is struggling with work-life balance? How do you negotiate a salary? How do you mediate a dysfunctional work-related relationship between colleagues? These typical workplace situations require learned skills that can take time to master.

So, how do you create an interactive learning environment that motivates and inspires learners to develop and enhance their skills spanning navigating difficult conversations, negotiation, and mediation? It was a question that sparked an idea and led to the creation of an OER: [Workplace Role-Play Scenarios: Practice Navigating Difficult Conversations, Negotiation and Mediation](#). Fifteen role-plays were created, inspired by real-life situations, and drawn on experience from industry-relevant stakeholders, to develop workplace scenarios that were realistic, giving learners an authentic learning experience.

However, the creation of the OER was not without its challenges, as pursuing the OER idea required navigating an unfamiliar process that took persistence and resulted in many key lessons learned along the way. Challenges such as how do you create a high-quality user-friendly resource that will be applicable, inclusive, and work for different cohorts of learners to enable the OER to reach its full potential of being utilised, shared, and modified when users have different needs and curriculum requirements? How do you collaborate with others to create the OER? What are the licencing guidelines? How do you navigate the software to create the OER? How long does the process take from an idea to published OER? How do you then integrate and adopt the OER into your subject?

This chapter, through the lived experience of an enthusiastic educator, takes you on a journey of how to pursue an idea into a completed OER, navigating the process and recounting the author's personal experience of overcoming the challenges. The chapter aims to inspire educators to embrace open practices that promote inclusivity and equity in education and is a must-read for anyone wanting to convert an idea into a newly created OER.

## Using this case study

A passionate educator's journey starting with the pursuit of an idea to the completion of the OER: [\*Workplace Role-Play Scenarios: Practice Navigating Difficult Conversations, Negotiation and Mediation\*](#).

This case study is useful for teaching academics seeking to convert an idea into a newly created OER.

After reading this chapter, educators will:

- Gain inspiration to embrace open practices that promote inclusivity and equity in education; and
- Learn tips to navigate and overcome challenges in creating OER.



### Key Stakeholders *"Your Support Lifeline"*

Figure 2: "Key stakeholders: Your support lifeline", adapted from "[Four person hands wrap around shoulders while looking at sunset](#)" by Hela Lopes, per [Unsplash License](#). [\[Go to image description\]](#)

## Key stakeholders – "Your support lifeline"

The journey from idea to completion was a challenging yet rewarding one. At the beginning, I was entering an unknown territory and knew I needed to embrace the learning curve I was about to embark on. I had never heard of an OER before, did not know what it was and remember quite vividly being overwhelmed during the first OER information session after hearing several unfamiliar terms: OER, creative commons (or was it called creative commons?), attributions, MOM, DRM-free resource. What did it all mean? Google became my best friend, and I became more confident and aware of the untapped wonderful world of Open Educational Resources.

An OER grant provided me with a supportive environment to create my OER. A wonderful Deakin Open Education Librarian Angie, the OER community and the Copyright Team provided ongoing encouragement, expertise, and support during the creation of my OER. I was fortunate to also lean on a trusted colleague who collaborated with me on a small portion of the OER. I knew she was the right person to work with after my initial call with her: *"so I have this idea..."* She was equally passionate, got the vision and knew how valuable the OER would be for students.



### *Background Information*

*"The idea and so what ...Let the journey begin".*



Figure 3: "Background information: The idea and so what...", adapted from "[A wooden sign sitting in the middle of the forest](#)" by Ellis Garvey, per [Unsplash License](#). [\[Go to image description\]](#)

## Background information – "The idea and so what... Let the journey begin".

It was a few years ago and I had just been allocated unit [MMH250 Workplace Conflict Resolution](#) to facilitate as unit chair. The unit was promoted as a skills-based unit with theoretical and practical learning outcomes designed to enhance and/or develop students' skills in navigating difficult conversations, negotiation, and mediation. The second-year unit was designed to have a weekly 50-minute lecture, with weekly two-hour hands-on seminars.

I was *very* excited for the opportunity to deliver the unit as it was unique and required high engagement levels, which also meant the unit was challenging to convene. My excitement levels quickly plummeted after seeing the state of the unit. The unit had shuffled between unit chairs, and no one had really given it the love and attention it desperately needed. The weekly seminars involved scenarios that were not very realistic, there was limited scaffolding to support students learning and limited reflection questions post role-plays for students to reflect on and learn from their experiences. Due to the expansive content areas, students needed access to several textbooks.

With all this in mind, one afternoon with a coffee in hand, I brainstormed what I envisaged the unit to look like – what was its purpose? What kind of learning environment did I want to create? What support



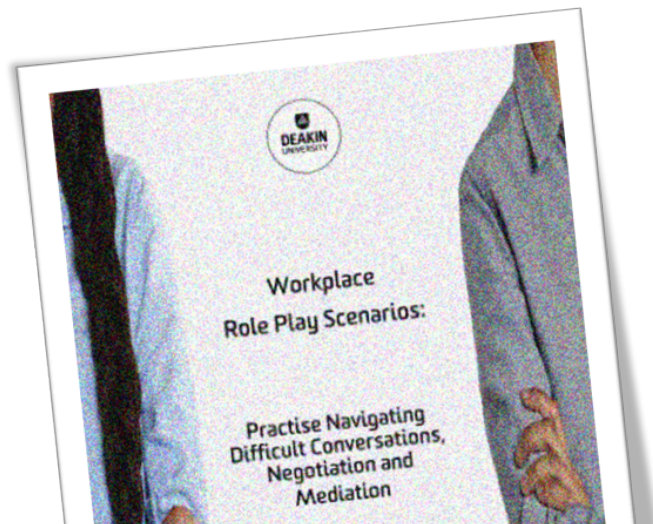
did students need? What critical skills did I want students to learn in the unit? What assessment would be appropriate? Around this time, OER grant applications had opened and I jumped at the chance to develop an OER for this unit. I was successful at obtaining the grant and had planned to develop an OER that was a textbook covering all the skills-based content topics.

With a blank page, I started to map out the curriculum that I wanted students to learn around the key areas of navigating difficult conversations, negotiation, and mediation. However, I soon began to realise that writing my own textbook encapsulating the key learning areas was not the best decision for several reasons. When I started writing the textbook, I felt I was reinventing something that already existed. It would limit the applicability and usability of the book in other higher education institutions due to differing curriculum requirements and it would be *very, very* time consuming. So, it was back to the drawing board!

I revisited my core question – what was the purpose of the unit? It was to develop and enhance skills which students would require to confront the challenges in the real world. As a skills-based unit, whilst the theory is important, its application and practice are even more important. It was this point that sparked an idea to create an OER with role-play scenarios which covered navigating difficult conversations, negotiation, and mediation. The unit desperately needed better-quality, real-life scenarios that would be applicable to future work (*who does not want to practise developing better negotiation skills to get that salary increase or promotion!*), that provided students with the opportunity to apply what they were learning in the weekly lectures. The plan was to make the OER non content-specific, so that any educational provider could use the resource and make it applicable to their specific curriculum.

Aside from addressing the need surrounding the scenarios, there were other drivers that led to the creation of the OER. As higher education has become more accessible and inclusive to *all* learners, the weekly scenarios needed to cater to all learning needs, particularly for students who use assisted technology. The outdated scenarios were often provided as scanned copies, images etc. which limited their ability to be accessed and utilised in different software programs.





### Project Description and Key Outcomes “The End Product”



Figure 4: “Project description and key outcomes: the end product”, adapted from “[Pair, man, woman, discussion, relationship, reference, link, dependency, connection](#)” by Ellis Garvey, free for commercial use [per PXfuel](#). [[Go to image description](#)]

## Project description and Key outcome – “The end product”

Students who enrol in the unit come from many different courses, and as such may have limited experiences in HR and workplace experiences. For many students, it is a steep learning curve as they work on developing skills in navigating difficult conversations, negotiation, and mediation as emphasised in the following quote from a past student: “the unit as a whole was certainly challenging ... [but it] prepared [us] for conflict resolution scenarios in the workplace”. Therefore, it was essential that students learning experience was carefully planned out. The fifteen scenarios provide learners with the opportunity to engage in different role-plays providing students with the opportunity to apply theoretical concepts and ideas into real-life scenarios and provide learners with the opportunity to reflect on their experience with reflective questions. It is not content specific, so any educational providers can easily use the scenarios alongside their specific course curriculum. For example, educational providers could utilise one of the negotiation scenarios and ask students to apply the negotiation process and/or negotiation skills as taught in their course curriculum to role-play the scenario. Reflection questions could then be tailored to prompt students

to reflect on and evaluate how they did in the negotiation scenario or even what was noticed by the observer.

## Feedback

The journey was long, but the end product and the value it adds to students learning was worth it. Here is a snapshot of some feedback from students: “I have learnt some extremely valuable skills ... [which] has been reflected in my new role I have recently started as a HR Associate”, “it is great to see a unit really apply content and knowledge to the ‘real world’ which I believe lacks a lot in university studies. This unit was truly engaging. The practical activities are highly engaging and allow for students to experience what we are learning first-hand” and “I have thoroughly enjoyed this subject. Its content has been so practical to both work and life, and I’ve been able to practice and implement learnings and strengthen my own capabilities in my professional life throughout the trimester- with really positive results.”

The OER has also been selected by MERLOT (Multimedia Educational Resources for Learning and Online Teaching) to undergo a peer review by the business editorial board as it was identified as having high potential as a web-based teaching and learning resource and was awarded 4.5/5 stars for overall rating: “The content approach is excellent for learning and teaching, the structure and presentation effectively support the learning and application of strategies for navigating difficult conversations, negotiation, and mediation, it is easy to integrate into the curriculum and has very clear instructions on the role-play process and scenarios are engaging”.

## So, what's next?

I am exploring the integration of videos for instructional purposes and to role model certain skills for students learning.



Figure 5: “Learnings and recommendations: Navigating roadblocks”, adapted from “[City, urban, sign and street](#)” by Erick Mclean, “[A closed sign in the middle of a forest](#)” by Annie Spratt, and “[Woman sitting on grey cliff](#)” by Vlad Bagacian, all per [Unsplash License](#). [[Go to image description](#)]

## Learnings and recommendations – “*Navigating roadblocks*”

The process from idea to completed OER was not a smooth journey, but I was not expecting it to be. It was a learning curve, and I learned many valuable lessons along the way.

### The why

I found it was really important to have a very clear understanding of why my resource was needed – what was its purpose? I knew I wanted a resource in the unit that could address the need for students to have one resource to refer to and initially, this was in the form of an OER textbook, which later changed to workplace scenarios. So, I needed to be ok and accept pivoting from my initial idea and start over. This was a time-consuming decision but ultimately proved to be the right one. Before cementing the idea, I also researched OERs to see if I could adapt an established OER or if I needed to create a new one. Once the why and the idea were formed, I ensured I was clear about who the audience was, their needs and

considered how I could make the OER relevant to a broader audience. I had a clear understanding of the type of student who undertakes the unit, some with limited working experience and some with specific learning needs. This assisted in making sure the resource would suit a range of learners. By not making the resource content specific, the resource can be easily applied by any educational providers.

## Developing the OER: Collaborating with others

For a small portion of the OER, I collaborated with a trusted colleague who had the expertise to assist with the development of some scenario role-plays. I emphasise the word trust, because when collaborating with others you need to ensure you are on the same page with the vision and can ultimately work well together. The collaboration required regular check ins to ensure that they were on track, so I would recommend setting deadlines with clear expectations.

## It's ok to take a break

It was a long journey and took longer than I anticipated (grant was obtained in 2021, and OER launched in 2023, COVID and its implications in higher education significantly contributed to the delay). There were times where I needed to step away from the resource and have a break from it. Even though I felt guilty putting it aside, it was important to help with refocusing on it later. Sometimes this was caused by the intensive academic workload and other times because I was just tired of working on it.

## Seeking feedback

As an academic, I know the importance of feedback and so, I sought feedback on the OER from trusted colleagues and students when I trialled the scenarios in seminars. Most feedback resulted in valuable changes and other feedback was considered but ultimately, couldn't be implemented as it didn't fit within the scope of the OER's purpose (but could be considered for a potential future OER). I was recently a guest speaker on the August's OER Collective Community of Practice by the Council of Australian University Librarians (CAUL) on the topic of Peer Review: Two Approaches Shared by Colleagues from Monash and Deakin and I picked up a great tip. That is, in your OER include a feedback option at the end of your OER so users can directly give you feedback to improve the resource. I also asked many questions from the OER support team on licencing, copyright etc. which greatly assisted my understanding.

When embedding the resource in the unit, I ensure I communicate to students the purpose of the OER, why it was created and the benefit for them as students. I also seek their feedback on the OER during each teaching period as ultimately the OER needs to work for them!

## Pressbooks

As I was collaborating with others to create part of the OER and to seek feedback, I wrote the OER in

a MS Word document. Once the OER was in its final version, I imported the content into Pressbooks. Pressbooks was the content management system that my university utilised to enable me to publish my OER to the public. To start a new shell (OER) in Pressbooks, the title had to be locked in. So inevitably, I took a little longer to get the shell set up as I pondered the OER title.

The transfer of content from MS Word to Pressbooks was not entirely smooth due to being unfamiliar with Pressbook's editing and formatting tools. I did find several helpful how to videos for Pressbooks which assisted in understanding how to use it. At the time, I found it difficult to copy and paste the content to replicate how it was in my MS Word document. I found it was better to create new tables in Pressbooks, rather than copying and pasting from MS Word. Also, when checking the formatting be sure to download a PDF version to see how it appears in PDF which helped me for example see where I needed to add a few lines, so a new paragraph started on a new page.

## Celebrate the end product

I took a moment to celebrate the achievement. I was proud of what I had created and welcomed the opportunity to officially launch the book at a celebratory OER launch event. I looked for avenues to actively share my creation and promote it – whether that was through the OER community, on LinkedIn or through my department. I have the front cover of my OER in a frame proudly displayed in my office which sometimes acts as a great talking point when colleagues/students drop by my office.

### In practice

“So, you want to implement a similar OEP?” You have made a great decision!

A few tips:

- Know your why, the audience and its value which will help keep you on track.
- Lean into your surrounding OER support teams or create your own supportive team to cheer you on!
- Seek feedback and be open to making changes from others' suggestions during the development of the OER and after.
- Be prepared to pivot from your original idea.
- It will take longer than you think (trust me).
- Use the read aloud feature in MS word to proofread.
- Create the right writing environment for you. Schedule writing blocks at your optimum

writing window (mine was in the afternoons/evening listening to rain music).

All the very best with your OER!

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## Image descriptions

Figure 1: From blank pages to completion.

A cobblestone road extends across pastures, into the distance toward a great forested mountain range. Text superimposed on the image read “From Blank Pages to Completion: Navigating the Process and Resolving the Challenges of Creating a New OER for University Students”

[\[Return to Figure 1\]](#)

Figure 2: Key stakeholders: Your support lifeline

A group of four friends stand with their arms around each others’ shoulders, looking into the sunset. Superimposed text reads “Key stakeholders: Your support lifeline.”

[\[Return to Figure 2\]](#)

Figure 3: Background information: The idea and so what...

A wooden ‘start’ sign marks the beginning of a forest path. Superimposed text reads “Background information: the idea and so what... let the journey begin.”

[\[Return to Figure 3\]](#)

Figure 4: Project description and key outcomes: The end product

Cover art featuring two business people with crossed arms. The title reads “Workplace role-play scenarios: Practice navigating difficult conversations, negotiation and mediation”. The book is authored by Dr Sarah Steen, FHEA. Superimposed text reads “Project description and key outcomes: the end product.”

[\[Return to Figure 4\]](#)



Figure 5: Learnings and recommendations: Navigating roadblocks

A collage of three circular images overlapping. The left picture shows a forest road blocked by a wooden fence and 'closed' sign. The central image depicts a person with long hair overlooking a winding path that extends into the distance, across mountainous ranges. The third picture shows a city scape, forcing on a traffic sign which reads "Expect delays". Superimposed over the three graphics is the text: "Learnings and recommendations: Navigating roadblocks."

[\[Return to Figure 5\]](#)

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## Acknowledgements

The author wishes to acknowledge Deakin University for a grant that led to the creation of the OER (*[Workplace Role-Play Scenarios: Practise Navigating Difficult Conversations, Negotiation and Mediation](#)*).

The author would like to also specially thank Angie Williamson (Deakin University), the OER community and the Copyright Team for their encouragement and ongoing support.

And finally, the author would like to thank all the [MMH250](#) Workplace Conflict Resolution students who continue to inspire the author to create the ultimate learning experience and develop new ways for students to immerse themselves in role-plays to develop and enhance their skills which they will need to confront the challenges in the real world.

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The author gratefully acknowledges the following person who kindly lent their time and expertise to provide peer review of this chapter:

- **Ben Archer**, Associate Lecturer – Career Development, James Cook University

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# ENVIROCARE: A COLLABORATIVE APPROACH TO INTEGRATING INDIGENOUS WAYS OF KNOWING, BEING AND DOING INTO CURRICULA WITH A DIGITAL LEARNING SPACE

Deakin University

Amanda K Edgar; Lea Piskiewicz; Sureikha Ratnatunga; Anthony Neylan; Ruary Ross; Dr Shannon Kilmartin-Lynch; Paris Beasy; and Dr Angela Ziebell

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## Content Advisory: Aboriginal and Torres Strait Islander Cultural Material

Please be aware that the following content may include photos featuring Aboriginal and Torres Strait Islander peoples who have passed. Viewer discretion is advised, and sensitive viewers are encouraged to take this into account before proceeding.

## Acknowledgements

We thank the Traditional Owners of all the lands, skies and waterways across this country. We would like to express gratitude to those that participated in interviews for Envirocare and reviewed the product that have kindly helped us to disseminate their messages. Additionally, we want to thank the Traditional Custodians of this land for Caring for Country and recognise that this land (never ceded) would not be the country it is now without thousands of generations of First Nations Peoples having cared for Country.

Overview

There is a persistent gap in the understanding of Australia's First Nations peoples' culture and histories across Australia. This chapter presents the development of Envirocare, a digital learning space developed to support the integration of cultural intelligence and the appreciation of First Nations science into science curricula across Australian universities using the lens of Caring for Country. We present the design process of an equitable open access and sustainable space that provides choice to study at any time and at any pace, while meaningfully supporting culturally appropriate content.

The journey developing Envirocare brings together third space professionals and academics, a teaching academic, a dean's council, young First Nations scientists, a First Nations advisory board, and 9 members of Community. We aimed to fill a resource gap at the classroom level where many educators feel unable to build their own resources either because they are resource and time poor, or they feel ill-prepared. Together, these groups and individuals have been able to meet the overarching goal of producing a resource for developing capabilities in cultural intelligence and Indigenous science, including a nascent understanding of First Nations ways of knowing, being and doing. We privilege representation from Aboriginal and Torres Strait Islanders through stakeholder consultations with the advisory committee of First Nations rangers and educators, video interviews with the Community members, and content generation by First Nations scientists and educators.

The following is a case study that highlights the capability of embedding First Nations perspectives, through the lens of third space professionals and academics, to emphasise the opportunity for using open access to promote cultural intelligence in higher education with digital learning spaces. We acknowledge that there will never be enough space to tell all stories, but we hope that through the bringing together of these shared stories we can foster a desire for learners and educators to continue to grow.

## Key stakeholders

The development of Envirocare relied on the establishment of an interdisciplinary partnership. This was initiated by the Australian Council of Environmental Deans and Directors (ACEDD) and hosted by Deakin University, with a co-design approach to incorporate many voices of Aboriginal and/or Torres Strait Islanders.



*An interactive H5P element has been excluded from this version of the text. You can view it*

online here:

<https://oercollective.caul.edu.au/openedaustralasia/?p=924#h5p-3>

## Background

To enhance social justice and address inequalities there is a growing emphasis on ensuring graduates have the capabilities to work with and for First Nations peoples (Page, Trudgett and Bodkin-Andrews, 2019; Brinkmann, 2014). As such, Universities Australia supports higher education curricula to have Indigenous science embedded as an important step towards decolonisation of the curriculum (Universities Australia, 2022). This chapter suggests *how* this might be achieved in the current context: 1) where First Nations Australians are underrepresented in higher education, and 2) where non-First Nations educators are involved in respectfully designing and delivering Indigenous science curricula (Cooper et al., 2024).

First Nations science and knowledges are intimately linked to place/location, the science and knowledge is generated at that location to understand and to respectfully live in that location. Those designing First Nations curricula should generally ensure that the importance of place-based knowledge and knowledge systems is recognised and incorporated into learning (Ens et al., 2015). Therefore, here is a potential for tension to arise where a national resource is attempted. A nationwide approach, may automatically conflict with recognising that knowledge is place-based. However, the utility of a national resource delivering basic introductory content and skills was enough for the developers to attempt to walk this fine line between scalability and place-based learning.

Envirocare was deliberately designed to find a balance in respecting place-based knowledge and scalability. Envirocare does this by embracing the diversity of peoples in Australia and their shared value of Caring for Country to showcase Indigenous science and support cultural intelligence through reflective activities. Envirocare consciously avoids teaching deeper content which should generally be place-based. The role of teaching specific place-based knowledge is left to the local academics. We aim for Envirocare to be a solid introductory resource so that those local academics can focus on adding learning that does vary with place, degree and student learning level.

## Reflections from third space workers

From the lens of working in the third space we share our reflections on developing Envirocare and the impact that this had on our personal and professional development. For example,

*“Some instances of things...I didn’t know at all.”* – project team member.

This collaboration allowed us to share experiences and reflect on how our involvement impacted our own

cultural intelligence. Being part of the project, gave us the opportunity to engage in and with First Nations culture.

*“...there are a lot of things that I didn’t know, and that I’m learning... it is an interesting experience and exciting, there’s not that many other opportunities to meet it, and to interact with the culture and to interact with First Nation’s people directly.”* – project team member.

We were developing a space for learning, and with that space, we developed, learning about the diversity of First Nations groups and the richness of that diversity.

*“We thought some plants were native when they were not, or we gathered image of a sacred dance which we learned that it’s actually not okay to share, because a sacred dance is meant for certain eyes only and not to be shared widely.”* – project team member.

The reflections on our own realities moved our identities, our perceptions of the world and perceptions of what students could be learning through completing the modules.

*“...and it’s a beautiful experience.”* – project team member.

Our experience of learning about culture was through being involved in a collaborative project, which fostered relationships that encouraged interaction and through feedback, helped build our confidence in building First Nations learning material for students. This development of the resource allowed us to feel as if we gained a level of expertise in producing resources which privilege representations of First Nations peoples.

*“...getting that guidance from them is very rich and fairly unique.”* – project team member.

Guidance from First Nations peoples gave us confidence in what we were creating. By the end of the project, we developed a sense that we were a vessel for what they wanted, and needed to be created, to spread their messages. This was not just through multiple levels of collaboration, but it was through shared respect, and our natural inquiry to understand and learn.

## How was Envirocare developed?

The creation of Envirocare brought complex dialogue and decisions about inclusion, representation, access and learning design (see Figure 1). These were approached with implicit openness from the project team, leading to enrichment of the digital learning space as well as personal development. The methodology for this collaborative process is described below.

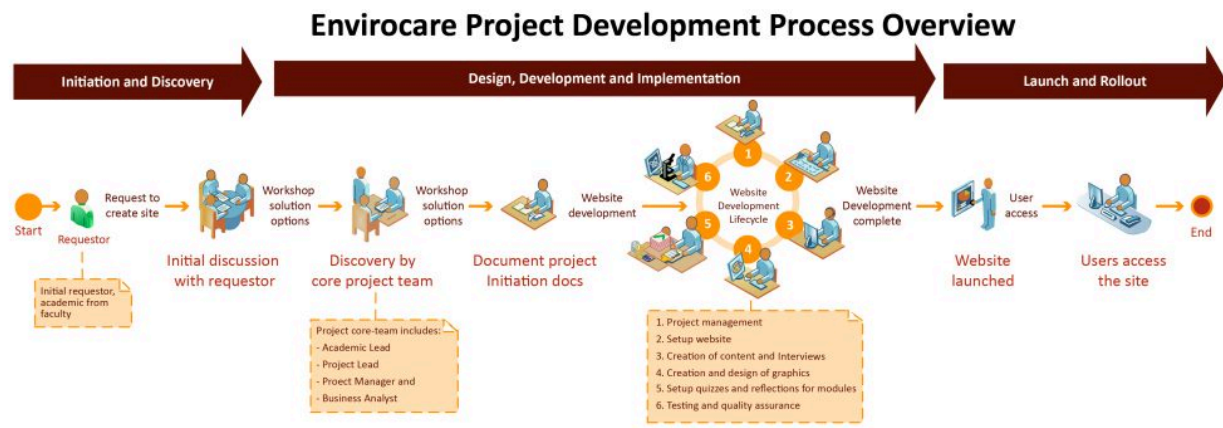


Figure 1: “Process map of the development of Envirocare”, by Deakin University, used under a [CC BY licence](#) [\[Go to image description\]](#)

## Developing a framework for the digital learning space

The project team at Deakin University, with some experience in developing Indigenous knowledge learning resources with First Nations peoples in the university setting, recognised the broader pedagogical value of collaborating broadly to produce a national open access digital learning space. The team at Deakin University identified how to host a digital learning space that could allow sharing of knowledge through open access, a key challenge in the project. This platform could offer a safe learning space that featured interactive self-assessments, self-reflections and ability for students to evidence learning.

The development of the digital learning space was supported by weekly project team discussions, which brought opportunities to reflect on the projects aims and the content of Envirocare. These meetings allowed the team to assess how existing infrastructure, and systems enable these types of projects or hindered their development. Regular discussions enabled the team to evaluate the impact of this work, refine the narrative being conveyed, and explore opportunities to deepen the knowledge of the project team members.

## Strategy for designing learning

The learning was designed through a collaboration between a teaching academic, the Academic Lead, Learning Designers and Indigenous Strategy and Engagement team from Deakin University and external First Nations experts. The learning design approach aimed to:

- Help student understand how their own culture and experiences influences their life and beliefs,
- Teach about the impact of colonisation including the continuing impacts,
- Introduce a large range of First Nations voices to the students,
- Ensure the resource was culturally safe for First Nation’s students,
- Teach about Indigenous science concepts that are relevant to all science students in Australia,
- Be majority written and spoken by First Nations peoples.

## Techniques for visualisation

The graphical design for Envirocare considered how to capture diverse representation from across Australia in the visual appearance of the learning space. In doing so, the designers took inspiration from going onto Country and exploring the native flora and fauna (see Figure 2).

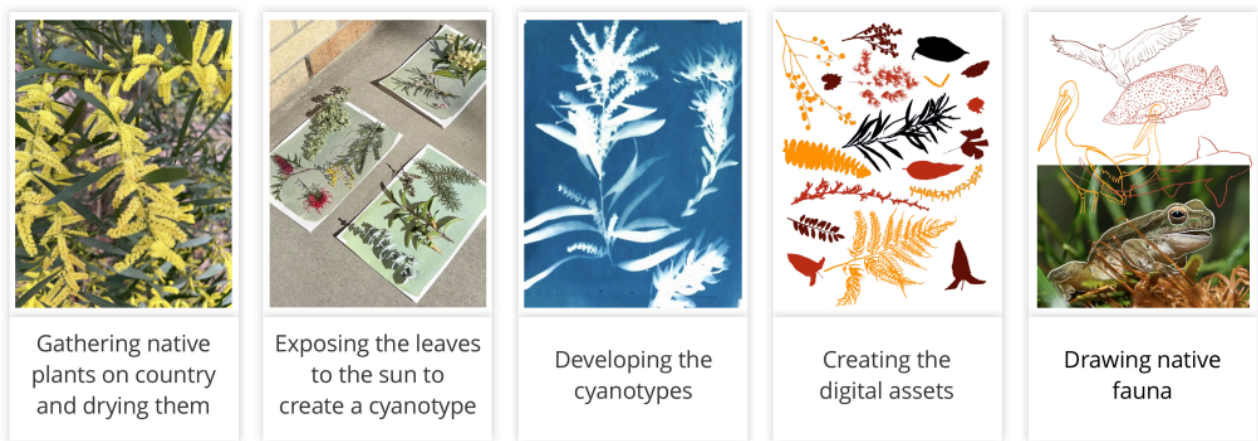


Figure 2: “The creation of visual assets for the digital learning space”, by Deakin University, used under a [CC BY licence](#) [Go to image description]

The visual assets that evolved demonstrate a holistic interdependence between the First Nations peoples and the environment, serving as a reminder of the deep cultural connections and responsibilities that First Nations peoples have with Country, set against the backdrop of diverse Australian landscapes.

## Key outcomes

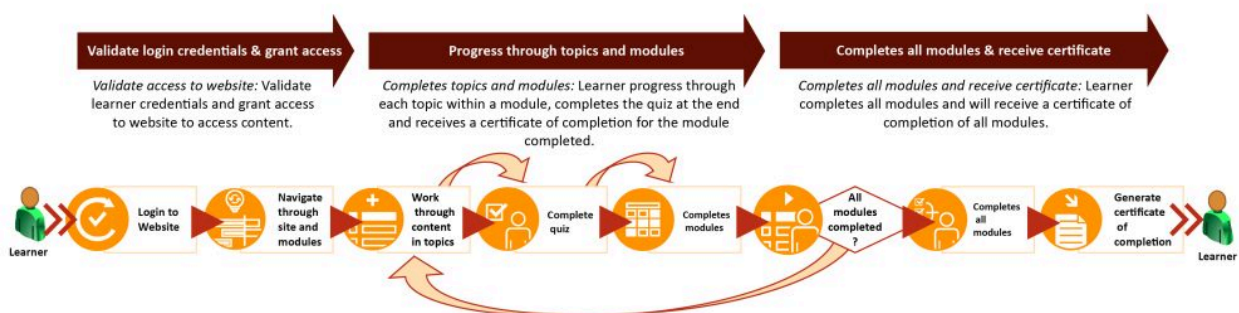


Figure 3: “The students’ learning journey through Envirocare”, by Deakin University, used under a [CC BY licence](#) [Go to image description]

The key outcome for the project was the development of a national open access digital learning space, Envirocare, that could be accessed by students from universities across Australia to learn about Caring for Country (Figure 3). The digital learning space hosts four asynchronous modules that educators can use to support learning already happening in their class, to help students prepare for on-Country experiences,



to add an element of Indigenous science which they use for assessment, or to offer students additional optional learning.

To be inclusive, modules can be completed at any time, any place, in any sequence and from anywhere with internet connection (Ciasullo, 2018). Once the modules are completed a certificate of completion is produced, per module or for the entire Envirocare content. The certificate can be submitted as evidence of attainment of the learning outcomes provided by Envirocare. This is being piloted with environmental science students and following national access the next stages are to understand how this can be embedded within curriculums and to understand the impact of such a resource.

## In practice

Initially, the project seemed quite challenging, and to overcome this we brought together a strong team with a varied experience to create something that was unique. The project team focused on the quality of the product, rather than meeting short turnaround times, to ensure that what was produced gave voice and representation to First Nations peoples participants. This required utilising existing networks and building relationships over three years.

The project team aimed to create content, graphics, videos and text through an inclusive process to ensure that diversity was brought into the final product and represented examples of diversity (Edgar et al., 2024). This concerted effort towards creating engaging and informative content was aimed to accurately reflect Caring for Country.

The challenges that the project team faces were overcome by the interdisciplinary approach. This enabled collaborative discussions that touched on the technical and creative challenges faced during the website's development, including language use, content accuracy, and interface design. It also ensured specific roles were defined with an emphasis on ensuring that team members contributed effectively to their areas of expertise, highlighting a structured approach to project management.

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## Image descriptions

Figure 1: Process map of the development of Envirocare

## Initiation and Discovery

- Requestor started the process
- Project team request to create site
- Initial discussion with requestor and project team

## Design, Development and Implementation

- Workshop options for a solution
- Discovery process was conducted by core project team
- Document project initiation document
- Website development
- Website development lifecycle includes:
  - Project management
  - Setup website
  - Creation of content and interviews
  - Creation and design of graphics
  - Setup quizzes and reflections for modules
  - Testing and quality assurance
- Completes website development

## Launch and Rollout

- Website launched
- User access the site
- End of process

### [Return to image](#)

Figure 2: The creation of visual assets for the digital learning space

This composite image consists of five horizontally displayed panels, each describing a different step in a process involving illustrating native plants and fauna of Australia. It is a Five-step process involving native plants and fauna. Images show native plants, cyanotype creation, digital plant illustrations, and animal sketches with a frog photo.

#### 1. **First Panel (Far Left) Step 1** Gathering native plants on country and drying them:

- **Overview:** Close-up photograph of yellow flowering native plants.
- **Details:** Bright yellow, elongated flower clusters amidst green leaves.



2. **Second Panel, Step 2** Exposing the leaves to the sun to create a cyanotype:

- **Overview:** Several pieces of leaves and flowers arranged on white rectangular papers, exposed to sunlight.
- **Details:** Each paper holds different plant sprigs, including leaves and small flowers, positioned on a concrete surface.

3. **Third Panel, Step 3** Developing the cyanotypes:

- **Overview:** A cyanotype image showing white silhouettes of plants on a blue background, on a sheet of paper.
- **Details:** Different plant shapes are outlined in white, contrasted sharply against the deep blue.

4. **Fourth Panel, Step 4** Creating the digital assets:

- **Overview:** Illustrations of various plant species, digitally scanned and recoloured.
- **Details:** Displayed in different colours including yellow, red, orange, and black. The plants are stylized and scattered across the white background.

5. **Fifth Panel (Far Right) Step 5** Drawing native fauna:

- **Overview:** Combined image featuring animal sketches and a photograph.
- **Details:** Upper part shows sketches of birds and fish in thin red-orange lines. The lower part features a clear, close-up photograph of a frog perched on brown grass, with a white outline drawing of the same frog.

[Return to image](#)

Figure 3: Demonstrates the students learning journey through Envirocare

**Validate login credentials and grant access**

1. Learner: starts with validating login credentials to grant access
2. Login to website: validate access to the website
3. Navigate through site and modules: progress through topics and modules

**Progress through topics and modules**

4. Work through content topics: completes reflections and quiz items in module
5. Complete quiz: completes quiz at end of each module
6. Complete modules: receive a certificate of completion for each module.

## Completes all modules and receive certificate

7. Completes all modules: completes all modules
8. Final Certificate: after completing all modules, learner receives certificate of completion.

[Return to image](#)

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- **Lisa Grbin**, Open Education Librarian, Deakin University
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Amanda Edgar is a Senior Lecturer at Deakin University, where she provides leadership on the strategic vision and execution of projects that improve learning environments for both students and staff. She has significant experience from past positions, where her innovative teaching methods and leadership have earned recognition through esteemed awards such as Deakin's Vice Chancellor Awards and an AAUT

Teaching Excellence Citation. Her research focuses on promoting inclusion, diversity, and innovation in higher education through digital and physical learning spaces, with the goal of enhancing student success. Amanda identifies as an ally to First Nations Australians and is a third generation Australian living on Wadawurrung country.



Lea Piskiewicz  
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After graduating with her master's degree in France, Lea moved to Australia to establish herself as a user experience designer and apply her skills and experience to the education industry. Since joining Deakin, she worked across different teams, collaborating with learning designers and academics to support the visual needs for T&L content.

She had the beautiful opportunity to work and collaborate on numerous Indigenous Knowledge and inclusive resources throughout the years. She has developed her design process around care, empathy, and close collaboration, ensuring a uniquely rich and meaningful aesthetic that supports a positive learning experience for students and staff.



Sureikha Ratnatunga  
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Sureikha Ratnatunga is Information Technology professional working in Deakin Learning Futures (DLF), Digital Learning Team as a Business Analyst/Architect. She has significant experience in implementation of IT projects and process improvement to provide business efficiencies. Sureikha is a recipient of Deakin's Vice Chancellor Awards for such project implemented at Deakin. Sureikha identifies as an ally to First Nations Australians and is a first generation Australian.



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Tony has worked at Deakin University as Multimedia Designer for the past 20 years specialising in Web and Visual Design. His lifelong passion for art and his professional experience in various mediums has opened doors to many creative endeavours in both Australia and abroad.



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Ruary Ross is a technology management professional working in Deakin's Digital Learning Futures (DLF) Team to manage the Digital Learning Environments. He has significant experience in Program and Project Management disciplines as well as Operational Management, recognised by Deakin's Vice Chancellor Awards. Ruary identifies as an ally to First Nations Australians and is a first generation Australian.



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MONASH UNIVERSITY

Dr. Shannon Kilmartin-Lynch is a proud Yowong-Illam-Baluk and Natarrak-Baluk man, belonging to the Taungurung people of Victoria's North-East Kulin Nations. Grounded in his cultural heritage, Dr.

Kilmartin-Lynch's research embodies a profound commitment to caring for Country and mitigating the environmental impact of waste materials. With an eco-centric perspective guiding his work, he consistently upholds these values, leading to significant global impacts.



Paris Beasy

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Paris Beasy is a proud Torres Strait Islander woman who is passionate about integrating Indigenous knowledge with STEM. Holding a Bachelor of Science from Monash University, she focuses on developing decolonised research methods and Indigenous science curriculums that honor traditional knowledge. As a Marketing and Communications Officer for the Office of the Pro Vice-Chancellor (Research) at Monash, Paris leverages her skills in communication, photography, and design to translate complex research for broader audiences, advocating for inclusivity and cultural awareness in STEM while bridging Indigenous and Western knowledge systems.



Dr Angela Ziebell

DEAKIN UNIVERSITY

Angela is a Chemist who used to work with biomass and nature products. More recently Angela has moved into curriculum development/teaching with her research focus now STEM education to prepare our students for their future workplaces/lives. Cultural intelligence is a large part of workplace preparation. Angela started privileging First Nations voices and science in 2018 and Envirocare is the latest project to bring engaging educational opportunities to STEM students to help them learn about First Nations science. This includes helping students understand the lasting damage that colonisation has done to Aboriginal and Torres Strait Islander communities and the environment.

# SOLVING INSOLVENCY LAW'S PEDAGOGICAL PROBLEMS

Deakin University

Dr Paulina Fishman

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## Using this case study

A key intended benefit of this case study is to share insights into the creation of an OER with a view to improving access and affordability for students, among other potential advantages.

## Overview

This case study highlights some of the benefits of creating and using an OER for teaching Australian corporate insolvency law instead of relying on a physical textbook. The benefits include: (1) the cost savings for students because they do not need to purchase an expensive learning resource; (2) the greater chance that students will have a copy of the resource because OERs can be easily downloaded for free; (3) the ability to tailor the content to avoid overloading students with unnecessary information; (4) the promotion of student engagement with other important resources if external links are included; (5) the greater convenience for students of navigating within the resource if internal links are included; and (6) the ability to promptly update the resource as necessary and share the up-to-date version with students.

However, this case study also recognises that challenges may be encountered, and mistakes may be made, in the process of creating an OER for teaching in higher education. The greatest challenge discussed in this case study is the tremendous time commitment required to create an OER that is sufficiently extensive and detailed to replace a conventional textbook. The biggest mistake that is discussed is the failure to consult students, or form student partnerships, in creating the OER—which may result in an OER that is less accessible and/or comprehensible than it could be. The case study also foreshadows potential next steps, which include subjecting the OER to peer review, developing and publishing an improved version of it, and creating a similar OER for corporate law.



## Acknowledgements

The OER that I created is [Corporate Insolvency Law in Australia](#) (2023) by Dr Paulina Fishman of Deakin University ('CILIA'), licensed under [CC BY 4.0](#). Although I am the sole creator of CILIA, I was fortunate to be advised by other Deakin University staff throughout the process. I am particularly grateful to Angie Williamson (Open Education Librarian), Astrid Bovell (Copyright Manager) and Luke Watsford (Senior Officer, Copyright). Except for one image, copyright in CILIA belongs to Deakin University.

## Reasons for creating this OER

### The problems of expense and excess

In early 2023, soon after I commenced working as a Lecturer (Corporate Law) at Deakin University, I was offered the chance to develop two units focusing on corporate insolvency law. It had been taught previously at the Deakin Law School—last time in Trimester 3 of 2021. Back then, the prescribed textbook was Michael Murray and Jason Harris, *Keay's Insolvency: Personal and Corporate Law and Practice* (Thomson Reuters, 10<sup>th</sup> ed, 2018). The 11<sup>th</sup> edition of that book was published in 2022. I gave serious consideration to prescribing that new edition, as well as another wonderful textbook in the field: Christopher Symes, David Brown and Sulette Lombard, *Australian Insolvency Law* (LexisNexis Butterworths, 5<sup>th</sup> ed, 2023). However, both books are concerned with *personal* insolvency law as well as *corporate* insolvency law.

Meanwhile, I remembered how relatively expensive textbooks had seemed to me when I was a law student. Indeed, I sometimes opted not to buy prescribed texts due to their cost, and tried to borrow them from a library instead. Now as an academic, I did not want other students to face the same dilemma: either to spend a significant sum on purchasing a prescribed textbook or to have only limited access to such an important learning resource through a library. It further occurred to me that students might be especially disinclined to purchase a textbook with a substantial amount of content that might not be relevant to their studies (namely, personal insolvency law). However, my search for an up-to-date textbook that was solely focused on corporate insolvency law in Australia proved fruitless.

### The appeal of OER lecture slides

My deliberations led me to settle upon three chief wishes: first, for all students of corporate insolvency law to have unlimited access to the prescribed learning resource; second, for them to obtain and use it for free; and third, for that learning resource to only contain content that is relevant to their studies. I was also highly aware “that insolvency law is statutory and primacy must be given to the relevant statutory text” (*International Air Transport Association v Ansett Australia Holdings Ltd (Subject to Deed of Company Arrangement)* (2008) 234 CLR 151; [\[2008\] HCA 3](#), [78] (Gummow, Hayne, Heydon, Crennan and Kiefel JJ) (citations omitted)). Therefore, I wanted students to construe relevant legislative provisions for themselves, aided by pertinent case law—rather than merely adopt the interpretations of textbook authors.



This, then, was the impetus for me to create an OER regarding Australian corporate insolvency law in the form of extensive lecture slides. The final product, CILIA, was published on 1 February 2024. Being an OER, CILIA satisfies my three chief wishes set out above. In addition, being a set of lecture slides, CILIA may seem attractive to students because it entails less reading than a typical textbook. But from my perspective as an educator, I hope that the dearth of exposition in CILIA will prompt students to develop their own interpretations of the relevant legislative provisions (see, eg, John Biggs, Catherine Tang and Gregor Kennedy, *Teaching for Quality Learning at University* (Open University Press, 5<sup>th</sup> ed, 2022) 134).

## How this OER was created

I created CILIA in Microsoft PowerPoint. Regarding its structure, I mostly followed Chapter 5 of the [Corporations Act 2001 \(Cth\)](#), which is the main source of corporate insolvency law in Australia. A typical CILIA lecture slide quotes and/or summarises one or more sections from that Chapter or other part of that Act. However, Australian corporate insolvency law is also contained in [Corporations Regulations 2001 \(Cth\)](#) and [Insolvency Practice Rules \(Corporations\) 2016 \(Cth\)](#), for example, so some of their provisions are also covered in CILIA. In addition, mentioned throughout CILIA are over 50 cases that I selected because of the light they shed on key legislative provisions. Regarding the visual presentation of information, I generally inserted text into various colourful shapes and liberally used the SmartArt tool in PowerPoint.

I welcomed the ability to incorporate links into CILIA. Key legislation, court judgments, and other germane resources (such as the Parliamentary Joint Committee on Corporations and Financial Services, [Corporate Insolvency in Australia](#) (Report, July 2023)) are linked. Thus, students will be able to access freely available information pertaining to corporate insolvency law with a mere click. I believe that this will encourage them to directly engage with the primary and secondary sources of corporate insolvency law, which would only benefit their learning. CILIA also contains internal links: for instance, a ‘home’ button that takes students back to the contents page and a ‘rewind’ button that takes students to the start of any given chapter. This should make CILIA easier to navigate than a physical textbook.

## The current state, and future, of this OER

CILIA is a PowerPoint document that comprises an extensive set of lecture slides—specifically, 363 slides. It is intended to provide a detailed introduction to Australian corporate insolvency law. Like a typical textbook, it is divided into chapters (10 in total). The structure and content of CILIA have been briefly discussed above. Recently, in Trimester 2 of 2024, I taught [MLL318 Corporate Insolvency Law](#) (‘MLL318’) to undergraduate law students and [MLJ735 Corporate Insolvency Law and Policy](#) (‘MLJ735’) to Juris Doctor students. For both units, I made CILIA a prescribed reading (instead of any textbook) and used modified portions of it during my lectures. Modification was necessary because corporate insolvency law is a dynamic field. CILIA is current to September 2023, yet it is already outdated to some extent due to legislative changes that have occurred since then.

For example, CILIA still refers to the definition of ‘officer of a corporation’ that was previously contained in s 9, but is now found in the newly created s 9AD of the [Corporations Act 2001 \(Cth\)](#). This was one of the changes implemented by item 48 of Schedule 2 to the [Treasury Laws Amendment \(2023 Law Improvement Package No 1\) Act 2023 \(Cth\)](#), which came into operation on 20 October 2023—less than two months after the substance of CILIA was settled. If a physical textbook had been prescribed, I would need to inform students of the recent changes, and hope that they would not be confused by the differences between their textbook and the lectures. But another advantage of using an OER is that I was able to easily provide updated portions of CILIA for students to read and for me to use in my teaching.

Going forward, I wish for CILIA to undergo peer review. One of the reasons why peer review was postponed concerns timing. CILIA was not finalised until it was published on 1 February 2024. Yet it might take many months for two or more independent experts to provide feedback on extensive lecture slides containing dense corporate insolvency law content. Depending on the feedback I receive, and on my other commitments, it might then take me a further few months to make the necessary changes (possibly with others’ involvement). However, CILIA needed to be ready for teaching by the start of Trimester 2 on 8 July 2024. My hope is that CILIA will be peer reviewed in the coming months, and an improved version published thereafter.

## Lessons from using this OER thus far

While teaching [MLP331 Corporate Law](#) earlier this year, certain aspects of corporate insolvency law came up. Whenever I perceived an overlap, I used CILIA’s slides in my teaching of corporate law. Afterwards, I asked students to vote on a show of hands in favour of their preferred slides: those from CILIA or my usual (plainer) ones. A marked majority favoured the latter. After that vote, I invited further feedback. I learned that students generally found the many shapes and colours in CILIA to be confusing or distracting. Some wished for colours to be reserved for fonts, and even then, to be used sparingly (such as for headings and key phrases). Others added that visually striking slides are useful, but only when a topic is being summarised. I subsequently received similar feedback on CILIA in Trimester 2. In light of this constructive feedback, I plan to consult with students in the process of creating any improved version of CILIA in the future.

## Experience of working on this OER

Having written a PhD thesis in corporate insolvency law, I was delighted to have the opportunity to develop MLL318 and MLJ735. However, the amount of time that was allocated for me to develop these units assumed that I would be using a conventional textbook for my teaching. Working on CILIA took up a tremendous number of hours—far more than I had anticipated. Accordingly, much of it was created in my leisure time, including on weekends and during the last Christmas break. I was fortunate to be supported in my endeavour by the receipt of a 2023 OER Library Grant of \$5,000. I considered hiring an assistant,

but ultimately spent the \$5,000 on marking relief in order to free up some time in my workday. Although the process of creating CILIA was not without frustrations and drudgery, it was a labour of love overall.

## Creating a similar OER in the future

Some of the main possible advantages of creating an extensive OER and using it to teach in higher education instead of a conventional textbook have been canvassed above. To continue reducing barriers to learning, in the future I aspire to create another OER that is akin to CILIA but focuses on Australian corporate law. However, now that I better appreciate the necessary time commitment, I would need to negotiate a sufficient allocation of hours in my academic workload for this project. In addition, I would consult students or work in partnership with them on such a project to ensure that the content is presented in an optimal way. These are also my two key recommendations for any other academic who is considering creating an OER like CILIA.

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## About the author



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Dr Paulina Fishman is employed by Deakin University as a Lecturer (Corporate Law). Prior to becoming an academic, she worked as a Legal Research Officer at the High Court of Australia, a Judge's Associate at the Supreme Court of Victoria, and a solicitor in the litigation practice group of a commercial law firm.

# CATALYSING CLIMATE CONSCIOUS LEGAL EDUCATION THROUGH OPEN EDUCATION RESOURCES

La Trobe University

Dr Julia Dehm; Zoe Nay; Dr Nicole Graham; and Steven Chang

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## Overview

This case study outlines an integrated project called [Climate Conscious Lawyers](#) that aims to transform legal education. It uses Open Education Resources (OER) to address climate change challenges in the legal profession. The project's vision is to ensure the next generation of legal professionals are equipped with the expertise to deliver legal services and promote justice in a world transformed by climate change.

The main project outputs are:

- a core content open-access textbook [Becoming a Climate Conscious Lawyer: Climate Change and the Australian Legal System](#)
- a forthcoming [Educators' Companion](#) to support integration of the core text into curriculum.

In this case study, we seek to demonstrate the power of using OER to create “living” resources and build communities of practice around those resources. This case study also illustrates the benefits of a staged system of progressively publishing chapters in three “tranches” from mid-2024 to mid-2025.

We conclude by making recommendations to other open practitioners and educators on planning OER projects in a holistic way that are highly integrated with:

- curriculum change initiatives
- professional practice
- community-building.

## How to use this case study

**Academic teaching staff** can learn how to:

- use OER as a deliberate catalyst for changing education in your discipline
- formulate diverse strategies for OER implementation
- create a 'living open textbook' that responds to practise
- grow an OER team by attracting authors
- manage larger edited volumes
- establish the foundations of a community of practice linked to an OER
- plan OER promotion in a targeted way.

**Open education staff/librarians/learning designers** can learn how to:

- embed OER development within broader academic projects & practices
- use staged OER development models to minimise workload challenges
- identify grant applications and funding opportunities that align with OER projects.

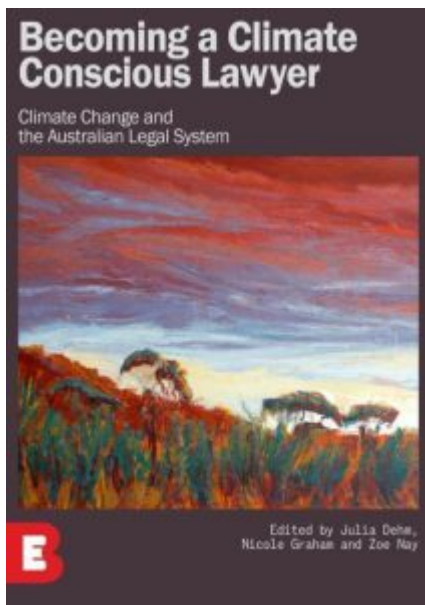


Figure 1: “Front cover of the core content open textbook [Becoming a Climate Conscious Lawyer: Climate Change and the Australian Legal System](#)”, cover design by Sebastian Kainey (La Trobe eBureau), image created by DALLÉ-2, licensed for distribution by Open AI. [[Go to image description](#)]

## Why was this resource needed?

The publication of the OER was a central part of a broader project to transform the curriculum of professionally accredited Australian law programs to produce more “climate conscious” lawyers who have the skills and knowledge necessary to be thoughtful, strategic and successful legal advisors and advocates in a world grappling with intersecting and complex climate impacts. Climate change impacts and the transition to a low-carbon society are already posing fundamental challenges to key legal doctrines and principles and transforming many areas of law. The widespread legal change necessary extends beyond the specialised fields of ‘climate’ and ‘environmental’ laws and implicates all areas of law and legal practice. Law graduates will need a transformative legal education to enable them to practise law as ‘climate conscious’ professionals with relevant competencies and effective strategies to facilitate their clients’ interests in a climate-changed world. For this reason, the mainstreaming of climate change considerations across all fields of legal education is urgently necessary.

We suggest there are three potential pathways for mainstreaming climate change considerations in professionally accredited legal education (Dehm & Nay, 2024). These are:

- **Supplementing:** individual legal educators include informal and/or incidental discussion with students and/or supplementary readings and learning activities about legal developments and case law relevant to climate change and the unit content in a core or elective unit(s) of study
- **Embedding:** unit of study convenors purposefully integrate climate change-related legal developments and/or questions as a formal learning outcome of a core curriculum unit of study, aligned with the learning materials, activities and assessment of the unit, or coordinated by multiple unit of study convenors across multiple units of the core curriculum
- **Centring:** faculty leadership and/or program directors formally integrate and express climate change-related capabilities as one or more program-level learning outcome(s), designed and delivered at the university or faculty level through curriculum review/creation processes.

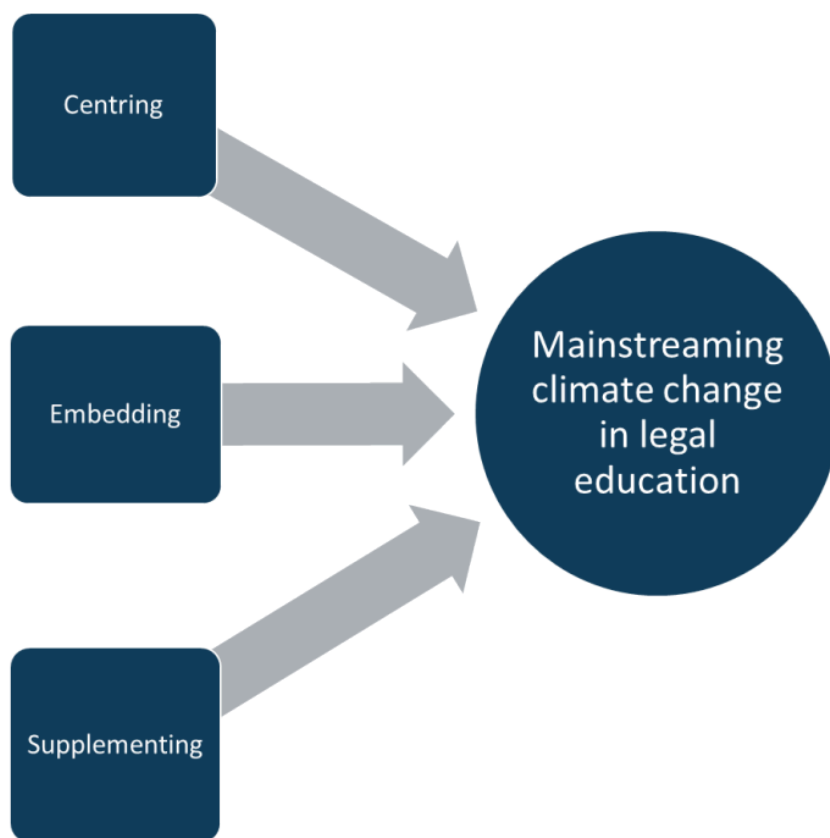


Figure 2: “Three pathways to mainstreaming climate change in legal education: top-down institutional approach (centering); decentralised, individual bottom-up approach (supplementing) and a combination of these (embedding)”; by Dehm, J., Nay, Z., Graham, N., & Chang, S; licensed under CC-BY-4.0. [\[Go to image description\]](#)

## Drivers of change

For all of these pathways, similar prerequisites are needed:

- awareness of the reasons for climate mainstreaming
- educational resources to be used by educators in climate mainstreaming
- networks of peer support to encourage each other in the practice of climate mainstreaming.

## Intersecting project components

Our project to transform Australian legal education has three interrelated objectives. These are:

1. **Mapping curricular and pedagogical change:** A survey of Australian legal educators (Sept-Oct 23) revealed that although climate change is considered and discussed in many core law units of study, several barriers to mainstreaming climate change in legal education were encountered including a lack of: resources, knowledge about climate change related legal practice, and best practice climate mainstreaming pedagogies.



2. **Developing educational resources:** including this world-first open access textbook showing how climate change impacts are relevant to all areas of law and proposed Educators' Companion.
3. **Building a community of practice (CoP):** to promote the resources and support the shift towards 'climate conscious' legal education, including hosting national and international workshops and conferences, developing a website to centralise resources and share best practices, and raising awareness through conference presentations.



Figure 3: “Three interrelated project objectives to achieve the broader goal of transforming Australian legal education through the mainstreaming of climate change considerations”, by Dehm, J., Nay, Z., Graham, N., & Chang, S; licensed under [CC-BY-4.0](#). [[Go to image description](#)]

As illustrated in Figure 3, progressing these three separate objectives mutually reinforces each other. The survey provided the editors with the opportunity to listen and learn from legal educators about their experiences and needs, which enabled them to design the OER in a way that was responsive to those needs. Their process adopts the ‘Listen, Link, and Lead’ approach outlined by Scott and Fullan (2009) for leading change to higher education. The inter-related functions of these objectives encouraged many survey respondents to deepen their engagement by taking up project roles themselves, as authors and peer reviewers who contributed to developing the OER.

## Why OER?

From the initial stages of conceptualising this project it was clear that a conventional legal textbook would

be inadequate to the task. Given the rapidly changing legal and policy landscapes related to climate change, and the changing demands of users (both educators and students), it was necessary to create a book that was more dynamic and interactive than conventional publishing models could produce. Open licensing technologies made it possible to create an equitable, adaptive, interactive and dynamic resource. Using an OER enabled:

- open access at no cost, reducing the cost of education and financial barriers and burdens for law students
- scalable impact through rapid uptake across multiple institutions and organisations
- flexible localisation of content – enabling adaptation for jurisdictional contexts or other specific organisational purposes
- long-term sustainable impact as a “living text” that enables fast and decentralised online updates to keep content current, accurate, and relevant
- a strong exemplar for ethical use of learning technologies for social good
- reader interaction via digital affordances and the possibility of student and teacher collaborations.

## Building a community around the OER

Through the process of developing OER resources for climate conscious lawyering, we have built a rapidly growing community of practice around the text with 45 individual contributors from 15 Australian law schools contributing to 26 chapters, as well as legal practitioners and jurists. The community of practice also includes many of the survey respondents, who became key members of the community of practice, who would promote the resource to their colleagues and drive take up, as well as librarians and academics staff from Australian universities. In this sense, the project can be understood as a Third Space project (Whitchurch, 2012), given how it operated as an interface between academic and professional practice, both within and outside of the university context. (See Figure 4.)



Figure 4: “Legal academics (as editors, authors, reviewers), legal professionals (as authors and reviewers) and OER professionals consistently interacting with and learning from each other”, by Dehm, J., Nay, Z., Graham, N., & Chang, S; licensed under [CC-BY-4.0](#). [[Go to image description](#)]

## The initial team

The project was initiated and driven by the editors of the OER. The editors were a team of legal academics, each passionate about climate change, each at different stages of their careers (an associate dean of education, a mid-career researcher, and a PhD Candidate).

## Growing the OER team and attracting authors

The editors identified and approached multiple subject-area specialists, inviting them to participate in the project by authoring or co-authoring a chapter on their area of research and/or teaching expertise. As the editors publicised the project at various conferences and other events, they were often approached by colleagues asking if there was already a chapter on a specific subject-area, and if not, whether they might contribute such a chapter to the book. The staged publication model (see Figure 5) made it possible to incorporate new chapters in a later tranche of the OER.

## Peer reviewers to ensure quality

Each chapter was double peer reviewed to provide feedback to authors on the quality, reliability,

comprehensiveness and relevance of the submission. For most chapters, the editors solicited both academic and practitioner reviews to assure both the academic rigour and practical relevance of chapters to equip students for the subject-related challenges of legal professional practice. This allowed the editors to develop a stronger relationship with lawyers at the forefront of climate law and litigation.

## Champions of the projects

The editors invited prominent jurists (including the Chief Justice of the New South Wales Land and Environment Court) to lend their support for the book by writing the Foreword – raising its profile and standing.

## Close collaboration with OER experts

This project was developed through close collaboration and partnership with open education experts at the La Trobe eBureau. Operating in the Third Space prompted deeper methodological reflections on the practice of developing OERs; how to utilise technological capacities to promote accessibility and engagement; and how to create “living resources” that remain up to date in light of the changing legal and policy environment. The close collaboration with the eBureau fostered new ambitious branches of the project, such as the development of an [Educators’ Companion](#) to the core text (more details below).

## How was the project designed and implemented?

This project was designed to support the integration and mainstreaming of climate change-related legal developments and considerations into the curriculum of professionally accredited law programs across Australia. The project was funded by the Victorian Legal Services Board Grants Program and a small grant from La Trobe Law School. These grants made it possible to hire a Research Assistant/Project Manager to coordinate the project, to pay peer reviewers and to cover additional costs associated with the project.

One early priority was to ensure as much consistency in tone and style throughout the textbook notwithstanding multiple authorship. We developed our [Guidelines for Authors](#) to define the book’s purpose and objectives; its pedagogical approach; provided stylistics and formatting guidance; proposed sample structure to each chapter; and provided information about the copyright considerations of technological capabilities of open digital publishing and accessibility considerations.

We held several initial online workshops with invited authors where the editors and members of the publishing team discussed the book, its purpose and the Guidelines. These workshops also allowed numerous members of the team from across Australia to meet one another and build a sense of community and shared purpose.

Later in the writing process, the editors held a further round of online workshops at which authors could

share their works-in-progress and receive feedback from the authors of other chapters, and the editors. The workshops helped the editors and authors to identify various points of intersection between the chapters, as well as shared themes and concerns across various chapters. This will increase the coherence of the book as a whole.

## A staged publication model

Early on a decision was made to publish the OER over time through sequential “tranches”. This staged publication model enabled chapters to be published and available for education use as soon as possible. The first tranche of three chapters was published in mid-2024, and the subsequent two tranches will be published in early and mid-2025. The staged publication timeline also helped manage the editorial workload involved, especially around peer review, copy editing and layout design. An unexpected benefit of this staged publication model was that it made it possible to recruit and/or accept new authors of new chapters that were not included in the original plan, and enabled staged incorporation of feedback to improve the author guidelines.

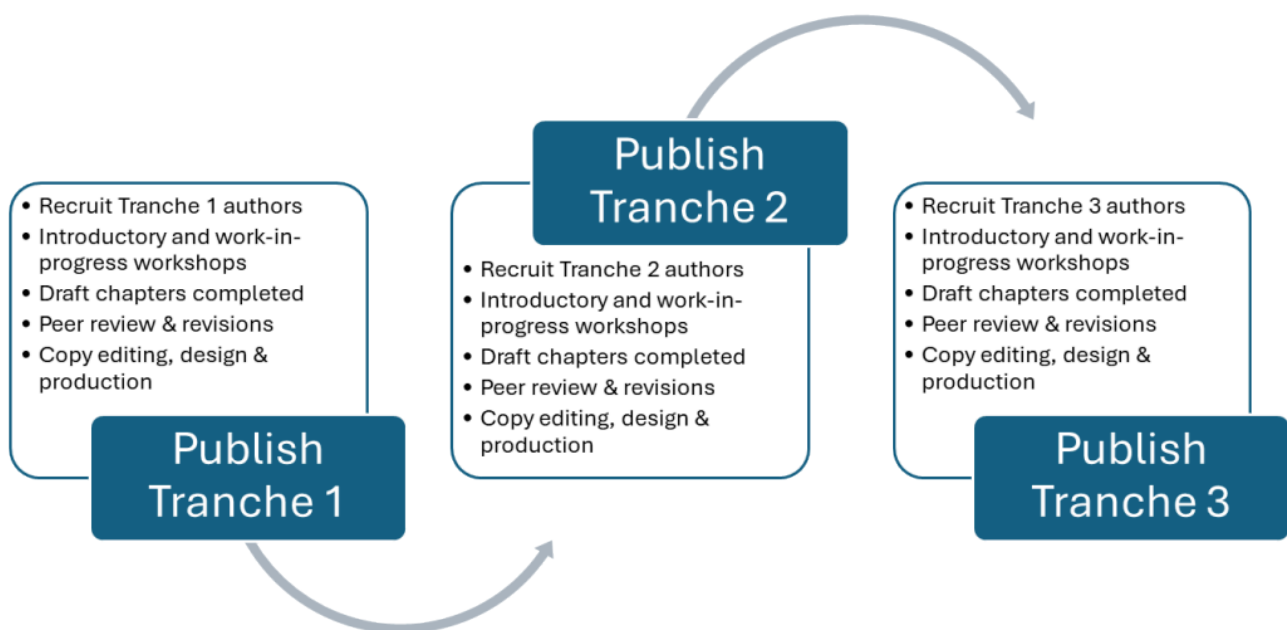


Figure 5: “The staged publication model and the process of developing and publishing each tranche of chapters”, by Dehm, J., Nay, Z., Graham, N., & Chang, S; licensed under [CC-BY-4.0](#). [[Go to image description](#)]

## Planning for impact by flipping the script on dissemination

Many OER projects plan book promotion as a discrete [post-publication phase](#). We successfully experimented with a different promotion model that is a continuous cycle and begins at the outset of OER development. This was a decisive approach that created powerful feedback synergies with our staged tranche-based model (see Figure 6). The momentum generated from this led to community feedback and an ongoing recruitment flow of new co-authors whose new chapters will form Tranches 2 and 3. A key ingredient for this was situating the OER within a greater project of changing Australian legal education. This mobilised pre-existing framing and resources (e.g. the survey phase) to attract co-authors and accelerate OER development from an early stage.

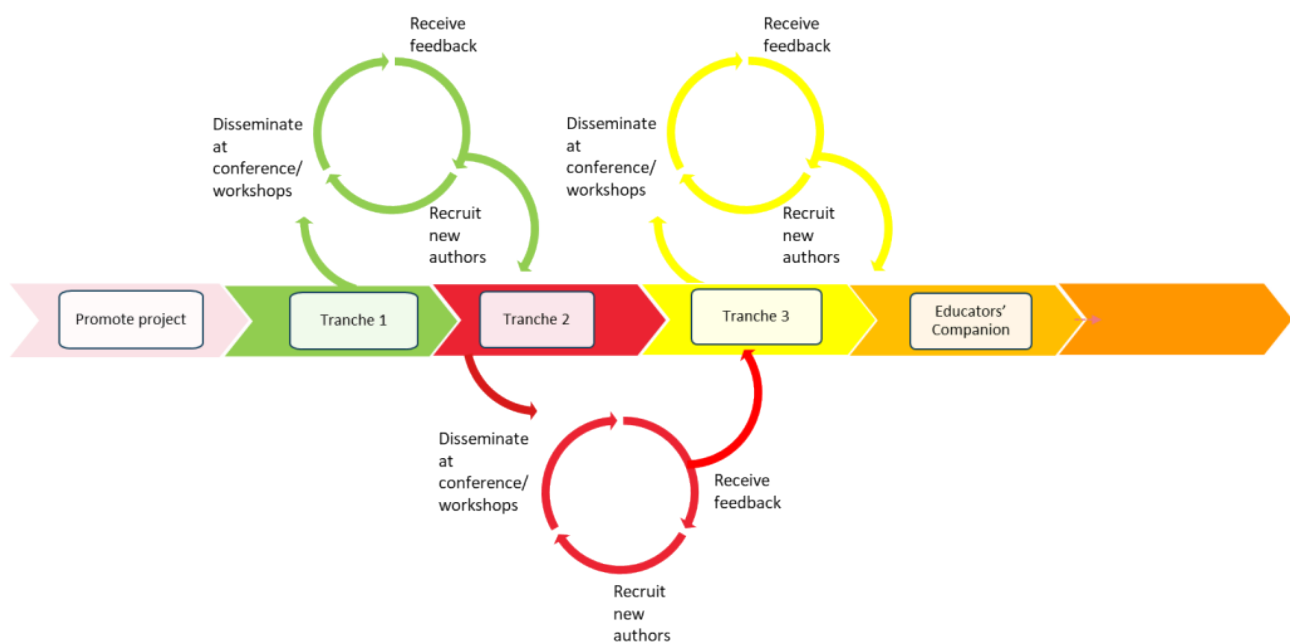


Figure 6: “An iterative cycle of OER promotion and publication leading to expansion into new project phases”, by Dehm, J., Nay, Z., Graham, N., & Chang, S; licensed under [CC-BY-4.0](#). [\[Go to image description\]](#)

We developed a project website, [Climate Conscious Lawyers](#), to provide resources to help legal educators embed climate change considerations in different units of study in both the core and elective curricula. It also provides users with updates on cutting-edge research about climate considerations in legal education in Australia, as well as relevant bibliographies and policy documents that highlight the need for a more climate conscious legal practice.

We established a mailing list (using MailChimp) to build upon the community created by the initial project survey, and used it to share important news – such as the book launch and publication of new chapters – with interested academics, librarians and legal professionals. We also created a [LinkedIn page](#) to reach a wider and potentially international audience.

We prepared a [publicity pack](#) (including template PowerPoint slides, flyers and other materials) that could be used by the editors, the eBureau team and chapters authors when speaking at conferences. Collecting these expanding project materials in one place created unexpected benefits, such as repurposing them to write grant applications more efficiently.

We circulated information about the publication of the first Tranche to the national network of Law Associate Deans (Education) and Legal Librarians, as well as to our mailing list and on social media.

## Reflections from project participants

Some of the project participants reflected that they found it meaningful to work on a project that was focused on empowering law students to understand how they can use their legal education and subsequent professional careers to respond effectively to diverse and complex disputes relating to climate change. Participants contrasted this to their scholarly work, which may be less accessible and engaging for students, and which may have a more limited audience.

Some of the authors shared with editors accounts of tensions between contributors about whether the content should be focused on gradual and incremental changes to the legal system to promote greater climate consciousness, or whether much more radical critiques of the legal system and radical reimagining of legal possibilities were needed. These tensions – between incremental reform or more radical transformation – foregrounded the need for a new generation of flexible, adaptable lawyers and judges who can adapt readily to change.

Authors were also excited about how the OER can be used to drive further changes in legal education and how it can support initiatives to embed sustainability across different units at any given Law School.

### In practice

This project has grown and expanded far beyond what was initially envisioned. What we initially planned as a 12-chapter edited book, has grown to more than 25 chapters. The book has become the ‘principal’ text, soon to be accompanied by an Educators’ Companion. In addition, we have given numerous presentations about our work and have been invited to write academic articles about the project.

From our experiences, we share the following recommendations and resources:

**Commit time and resources to project coordination:** One of the key challenges in such a large (and growing) project is administration and coordination. We were fortunate to have been awarded a grant which allowed us to employ a Research Assistant/Project Manager. Having a Project Manager has been essential to co-ordinate and manage numerous aspects of this project.

**For OER edited volumes, plan how to support editorial teams:** The editors worked with the eBureau to promote consistency across the core text by developing dedicated author support resources, such as our [guidelines for authors and chapter templates](#). We also held live workshops where the authors could share work in progress and receive feedback from their peers and editors. However, there remained significant editorial work to ensure consistency across the chapters.

**Situate OER within a greater shared project:** One of the key lessons from this project was that the development of OER is most successful when it is part of a broader project that generates both interest in and an audience for the resource. There is ongoing work needed to drive take-up of this resource, both by individual legal educators as well as through institutional centering of climate change considerations in Australian law degrees. The OER model is particularly attractive in the context of growing concerns and questions concerning the relationship between large commercial publishers and the producers of LLMs.

**Disseminate works in progress early and often:** Our project was successful in promoting ‘living’ ideas, resources, and publishing an “in progress” open textbook without sacrificing quality of scholarship. We found that sharing iterative work led to better feedback, more co-authors, and significant project growth. In the spirit of this, we have shared an open repository collection of [reusable artefacts from our project](#).

## Next steps

There are several next steps for this project:

- **Developing an [Educator’s Companion](#)** – the first volume internationally to provide learning resources for climate conscious legal education. It will:
  - Provide learning activities, case studies and assessment tasks that require students to apply, analyse and evaluate “climate conscious” knowledge
  - Provide learning activities and assessment tasks to cultivate and develop “climate conscious” skills, attributes and competencies
  - Guide ways of formulating unit and course level learning outcomes which articulate relevant climate change-related content and competencies to support the institutional embedding of these objectives.



- **Evaluating and learning from what we have done to date:** we are in the process of receiving evaluations by the editors, publishers and authors of the process of publishing Tranche 1.
- **Forthcoming Tranches 2 and 3 are in progress:** many chapters have been finalised and are currently at peer review, the further tranches will be published in 2025.
- **Hosting a national conference** later this year on mainstreaming climate change in legal education at which we will promote the resources and educators can share their experiences and learning with their peers.
- **Expanding the community of practice** of legal educators who are engaged with mainstreaming climate change in their teaching practice and educational leadership. We hope to host local gatherings in different states to bring people together as well as subject-specific events (whether online or in-person).
- **Tracking change:** we hope to conduct a further survey of Australian law academics in 2025 or 2026 to track progress on mainstreaming climate change in Australian legal education.

## Further resources

[Climate Conscious Lawyers website](#)

[La Trobe eBureau website](#)

[Reusable open artefacts from our project](#) (open repository collection)

[Guidelines for Authors](#)

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## References

- Dehm, J., & Nay, Z. (Aug 8, 2024). Mainstreaming climate change in global legal education. <https://dx.doi.org/10.2139/ssrn.4946167>
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## Image descriptions

Figure 1: Front cover of the core content open textbook [Becoming a Climate Conscious Lawyer: Climate Change and the Australian Legal System](#)

Cover art of the open textbook ‘Becoming a Climate Conscious Lawyer: Climate Change and the Australian Legal System’. The cover is brown and features artwork of the Australian outback.

[\[Return to Figure 1\]](#)

Figure 2: Three pathways to mainstreaming climate change in legal education: top-down institutional approach (centering); decentralised, individual bottom-up approach (supplementing) and a combination of these (embedding)

The graphic features three boxes, each with arrows pointing toward a circle. The boxes are labelled “Centring”, “Embedding” and “Supplementing”. Text on the circle reads “Mainstreaming climate change in legal education”.

[\[Return to Figure 2\]](#)

Figure 3: Three interrelated project objectives to achieve the broader goal of transforming Australian legal education through the mainstreaming of climate change considerations

The picture depicts a circle divided into three equal parts. Arrows point around the circle, depicting a relationship. The three parts of the circle are labelled “Mapping curricular and pedagogical change”, “Developing educational resources” and “Building a community of practice”

[\[Return to Figure 3\]](#)

Figure 4: Legal academics (as editors, authors, reviewers), legal professionals (as authors and reviewers) and OER professionals consistently interacting with and learning from each other

This graphic features three connected cogs, two small and one large. The large cog is labelled “Legal Professionals”, while the smaller cogs are labelled “OER professionals” and “Legal Academics”.

[\[Return to Figure 4\]](#)

Figure 5: The staged publication model and the process of developing and publishing each tranche of chapters

The image depicts a workflow diagram for publishing a book in three tranches: Tranche 1 involves recruiting authors, introductory workshops, drafting chapters, peer review and revisions, and copy editing, design and production. Tranche 2 and 3 follow the same steps as Tranche 1, but with new sets of authors. The arrow between each tranche suggests a sequential workflow, where each tranche builds upon the previous one.

[\[Return to Figure 5\]](#)

Figure 6: An iterative cycle of OER promotion and publication leading to expansion into new project phases

The image depicts a timeline beginning with “Promote Project”. There are an additional four stages in the timeline, each represented by a coloured box. The boxes are in the following order and are labelled: Tranche 1 (green), Tranche 2, (red), Tranche 3 (yellow), Educators’ Companion (orange).

Tranches 1, 2 and 3 each have a circular arrow, depicting a cyclical process within the stage. Each Tranche’s cycle details that the project is disseminated at conferences / workshops, feedback received and new authors recruited before moving to the next stage of the timeline. There is a pink arrow at the end of the Educators’ Companion box, suggesting a potential continuation of the timeline.

[\[Return to Figure 6\]](#)

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## Acknowledgement of peer reviewers

The authors gratefully acknowledge the following people who kindly lent their time and expertise to provide peer review of this chapter:

- **Keith Heggart**, Senior Lecturer, University of Technology, Sydney

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## How to cite and attribute this chapter

How to cite this chapter (referencing)

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## About the authors



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Steven Chang coordinates open education programs at the La Trobe eBureau. His focus is on empowering teaching academics and professional staff as emerging open practitioners through collaborative 'Third Space' projects. Steven is a Co-Convenor of the Open Educational Practices ASCILITE special interest group. His current role is Coordinator, Open Education & Scholarship at La Trobe University.

# OER DOWN UNDER: OEP IN REMOTE AUSTRALIAN INDIGENOUS FISHERIES

Charles Darwin University

Dr Johanna Funk

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## Overview

This chapter presents some of the multimedia ‘student’ authored open educational resources (OER) from multi-organisation research collaboration in the Northern Territory of Australia. The 2014-2016 portion of the project created OER within an ‘opened’ training model which aimed to better meet the expectations of remote Indigenous communities of coastal Northern Australia who were developing ongoing fisheries and aquaculture businesses.

Existing units offered in the usual training only partially addressed the needs of regions we were working in. The units selected for this project were more suited to local business development in coastal remote Northern Territory communities. The framework provided a way to support negotiated workforce training that effectively addresses issues of distance, access to sustainable training, language diversity and recognition of collaboration between industry, community, and existing knowledges. The resources we created were mapped to a consolidation of relevant units of competency in trades and further education, otherwise known as vocational education and training (TAFE/VET). This chapter explores a key element of the framework; video resources that could be developed locally.

Remote training delivery can be complemented by open educational practices (OEP). These practices enabled the local staff of Aboriginal Corporations (the ‘students’) in fisheries training programs to contextualise and author work-based learning resources. The goal of this project was to develop resources as example recognition of prior learning (RPL) which could recognise and contextualise competencies for meaningful employment (Lambert, et al., 2022). The final result of the process was a series of videos made in simple technology, reproducible in other communities for more culturally responsible ownership of local work-based learning. The resources were narrated in local languages, in situ, and bear Creative Commons licenses the authors chose themselves.

My project contribution as a research associate included facilitating the OER creation with staff to demonstrate competencies in training packages covering fisheries and aquaculture enterprise development.

## Using this case study

This case study is useful for teaching academics, learning designers, library staff, government and industry professionals. This chapter is aimed at showcasing the process involved in developing resources as examples of author work-based learning resources. This chapter also includes information related to remote training delivery that addresses issues of distance, language diversity and recognition of collaboration between industry and community.

## Key stakeholders

The project involved a range of government, industry, community, and training stakeholders. Local staff who were completing the training to grow their business authored the OER used in promotion, training, and as RPL learning records to illustrate the potential of this approach.

Local staff, their situated practices, knowledges, and languages were centred in the process.

## Background issues

A main issue with nationally accredited TAFE/VET sector training packages is that they can tend to be generic in nature despite being practical and competency based. Engineered pathways and de-contextualised workforce programs have been shown to be less effective for participants and TAFE/VET sector completion and employment rates in remote communities are problematic (Guenther, et al., 2014). Certificate completion rates also don't always reflect learning that will be authentically useful locally. (ABS, 2009, 2011; Gray, Hunter & Howlett 2013; Jordan & Mavec, 2010; Wallace, et al., 2011).

Measurement of an externally defined notion of success, inconsistently delivered through decontextualised delivery that take no account of local realities has resulted in repeated failures of programs (Ellanna, et al. 1988; Morphy & Sanders 2001; Sanders, 2002; Dale, 2013; Guenther, et al., 2014; Klein, 2014; Jordan & Fowkes, 2016). This repeated failure adds to a lack of morale, investment and credibility for any sustainable, locally relevant, or emergent culturally responsive programs, and increases inconsistency of experience for those undertaking the training.

Another related issue in the Northern Territory is low employment rates and availability of meaningful work on Country. The local authorship of resources allowed us to contextualise the units of competency that were relevant to some of the site-specific training and economic goals of the Aboriginal corporation with which we were working.

What became clear early in the project's development were the challenges for current training provision (Fisheries Research and Development Corporation, 2016):

1. Participants were in small groups, making delivery on Country financially unviable.
2. Model enterprises represented in training materials may not align with local business models in other parts of the country, possibly making enterprises culturally unviable.
3. Existing qualifications addressed parts of the potential roles of enterprises, but no one course, or training package would provide all the competencies required; new and context-specific skills needed to be included in training frameworks.

Measurement benchmarks for workforce development initiatives include key success indicators for full completion of training package certificates as they are written (Australian Bureau of Statistics, n.d.). These metrics rarely consider some of the complexities involved:

the learners' own knowledge authority and management, how they would prefer to use or adapt the training materials (whole or in part) to their local contexts, and the ways they want to run their businesses.

Adhering to local practices could refine definitions of program success informed by and for local authority (Foley, 2006; Ivory, 1999). Respecting knowledge authority of decision makers in remote communities and the orientation they decide for their community's training needs shows a respect for how community members want to learn and add to their knowledge, for their own purposes.

## Project description

Exemplar videos were created by the Aboriginal Corporation staff ('students') to meet learning objectives from different units of competency in fisheries and aquaculture training. For example, 'how to take a water sample for quality testing' is featured [here](#). The resources were narrated in local dialects with English subtitles. The researcher edited resources with locally produced music provided by Community, added English subtitles as directed by the authors, and historical content about business and trade in the region at the suggestion of community elders (Manmurulu, 2016).

As the researcher on the project, I played the part of camera holder, editing video and processing raw footage at the direction of the authors in iMovie and simple slideshow software as we sat under mango trees and in the community art centre. In this form of 'training,' the trainees 'teach' the researcher, who then compiles footage demonstrating competence in the order the staff select.

Creative Commons licences were discussed with the resource authors, and they chose the CC-BY-NC-SA



license. The resources were shared on the Aboriginal Corporation's social media before it was shared on the research [organisation's 'Vimeo' website](#) (with permission).

## Key outcomes

The OEP in this project distinguishes 'training content' that is freely available and adaptable (one OEP feature), and the ongoing relational practices involved in defining the purposes, use, and creation of resources within a larger adaptation of training packages and approaches.

The value of OEP involved within program and resource creation can be determined by context, enabling collaborative participation in layers of knowledge management rather than only access to free content which was authored by someone else. The multi-organisation collaboration supported these resources, which met requirements for the Indigenous fisheries training framework as well as supported meaningful knowledge creation in remote communities. We pushed for this model of collaborative OEP which met mainstream knowledge needs, but also contextualised competences by those authoring the learning, provoking a shift in training- 'student' relationships in culturally distinct instances.

Open practices with leadership from local knowledge authority can increase community ownership over enterprise development; a reason people want training in the first place. Continuing to innovate on OEP can improve learning quality and 'open' training up to local realities.

In this way, OEP can transform 'training delivery' into 'community led development.' Increased ownership can lead to increased engagement and authority over knowledge handling practices. Resource creations became less about content and more about human centred authoring and interaction in application of competence.

It could follow that the power in resources, programs and subsequent practices is determined by the openness with which they are created. Following community leadership in consolidating the training illustrates a placed, connected, and authentic practice, acknowledging complex realities rather than forcing outcomes that would result in further ontological and economic disenfranchisement. Prior emphasis on resource management has distracted attention from the practices which underpin resource creation, use and interaction (Geser, 2007). OEP and learning can be 'open' in different ways. Taking pause to examine and define openness for this project helped us to step back from only focussing on content production and ground a definition of OEP for the process concerned.

## Learnings and recommendations

*OEP is underpinned by authentic, place-based learning communities*

The use of authentic, placed knowledge that respects knowledge authority and informs development can complement and deepen workforce training through engagement with local realities. Learning is connected

to the place where it happens. Guthadjaka describes a joining of tributaries; that learning comes from a series of sources (Guthadjaka, 2010). This directs OEP to be informed by a range of views and ‘re-present’ (Freire, 1970) the knowledge in a way that collaborates with a range of learning approaches, including the learner’s knowledge system. This also accommodates the tensions (Bannerjee & Tedmanson, 2010; Gould, 2015) between levels of life in knowledge and learning communities.

### *Emphasising relationships of people to their environment*

Learning on Country (LOC) includes those that are doing the learning in situ and therefore aligns with Freirean authentic education and is legitimate and lawful via local authority structures. Contextualising OEP in a training framework designed to meet the expectations of Aboriginal people offers opportunities for improved learning outcomes, design that aligns with participants’ lives, and increased community ownership. This ‘opens up’ community-led development of workforce program knowledge. The community leadership, authorship, and ownership of pedagogy – respects those whose learning it is, and their authority in that context.

*It does the education design work ahead of meeting communities where they want to do and apply their learning.*

### *More than just competence*

Participants demonstrated having ‘know-where’ and not just ‘know how and what’. Knowing the land on which they work on multiple levels – due to it being clan-owned estates, childhood playgrounds, family ceremonial places, historical trading sites with Makassar, and traditional hunting and fishing grounds; one can see how the connected nature of the situated knowledge come to bear on learners’ demonstration of connected knowledge in the resources, in addition to workforce competence.

## Champions – what was the experience of those worked on the project? What did they say? Any reflections they have?

*Community Leaders would rather shape local employment programs under their authority.*

Training can represent a de-contextualised development agenda which doesn’t acknowledge local authority structures’ impact on how that would shape such employment program delivery (Klein, 2014; Manmurulu, 2016). Moving towards more localised training collaborations is a positive move.

*Trust and collaboration rather than power over ‘students’*

Learning as participation and shared authority challenges the roles in training- 'student'- relationships. The resources were filmed by the researchers and the staff 'taught' the researchers. The community shaped the innovation of a situated training design.

## In practice

### *Develop a partnership, build trust and demonstrate humility*

Make sure the project meets the needs of the community first. Work to transform power dynamics and innovate with the educational and cultural context – in this case, TAFE/VET training sector and communities which it attempts to serve but is too distanced from.

Of particular- and still current- significance is the historical and ongoing colonial violence within education systems. This influence has shaped the ongoing unsatisfactory experience Aboriginal peoples continue to endure. Taking responsibility for dismantling the oppressive structures we are complicit in is a starting point for all educators.

Educational institutions generally prioritise management of learning resources and compliance systems. This can overshadow the potential for openness to be considered a collective right and responsibility. The required power shift to engage learners in their own learning management requires the subtle, contextualised use of OEP that would lead to more empowered learning and competence in workforces. Learner-created resources are examples of the openness that allows this shift, also presented in the Continuum for OER Adoption and Practice (Stagg, 2014).

Practical skill development and application required in the TAFE/VET sector demands that work-related learning is the priority, not content creation. In the context of qualification structures which help trainees, however, openness and authority in gaining and demonstrating skills might retain trainees at a higher level than currently exists.

Acknowledgement of local knowledge authority presents an opportunity to imagine how to further engage learners with culturally distinct concepts of learning in a more functional relationship with learning and workforce participation.

## Further resources

- Vimeo link: [Indigenous Fisheries Training Framework videos from Warruwi on Vimeo](#)
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## About the author

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Dr. Johanna Funk is a teacher, research fellow and lecturer across independent, higher and public education sectors, with a diverse range of professional interests including relational pedagogy, educational technology analysis and design, policy and media content analysis as well the use of open platforms and social media in research.

# AUTHENTIC ASSESSMENT

# WIKIS PROVIDE A RICH ENVIRONMENT FOR COLLABORATIVE OPEN EDUCATIONAL PRACTICES: MOTIVATION AND EMOTION CASE STUDY

University of Canberra

Dr James T. Neill

---

## Overview

[Wikis](#) provide a rich, but surprisingly underutilised digital environment for collaborative development of [open educational resources](#) (OERs). Open wiki platforms, such as hosted by the [Wikimedia Foundation](#) (WMF), can be used to engage in renewable (Grey, 2023) learning and assessment exercises with [higher education](#) students.

To demonstrate the educational potential of open wiki platforms, this chapter presents a [case study](#) of an [ongoing project](#) which has developed over 1,500 online, interactive, editable book chapters authored by students about the [psychological science](#) of [motivation and emotion](#).



Visit the book [Motivation and Emotion book](#) (Wikiversity)

Each student develops an online book chapter about a unique topic as a learning and assessment exercise. This is an innovative alternative to traditional, disposable (Wiley, 2013) [essay](#) writing.

The project's OER-enabled [andragogical](#) philosophical and educational principles, and its approach to scaffolding and student support, can be readily adapted across disciplines and levels of higher education (Neill, 2024).

Engaging students and educators in collaborative authoring via open wikis contributes maximally flexible and sustainable OERs to the [knowledge commons](#) and develop students' [21st century](#) digital literacy and communication skills (Neill, 2024). Open wikis offer ideal platforms for open **andragogy** and [open](#)



[educational practices](#) because they provide resources that are free and open for anyone to edit and the licensing allows re-use for any purpose.



Watch a webinar: [Wikis in open education: A psychology case study](#) (24 mins) (Neill, 2023).



Never heard of Wikiversity? Take a tour: [Wikiversity: Introduction](#)

## Using this case study

This chapter provides an overview of how renewable assignments can be published openly using wikis. After reading this chapter:

- Academic staff will: Develop awareness of the benefits and processes for facilitating quality student authentic assessments published as OERs
- Library staff will: Learn strategies and techniques for working with students and academics to innovate and publish high quality student created content.

## Key stakeholders

Key stakeholders for the [Motivation and Emotion online book project](#) are shown in an [onion model](#) (see Figure 1):

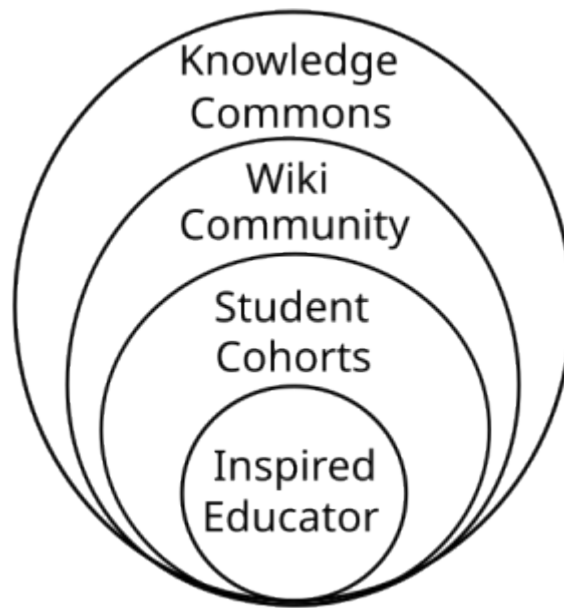


Figure 1. Key stakeholders in student-authored open wiki projects.

- At the core is an inspired academic educator with [values](#) rooted in open andragogy (Clinton-Lisell, 2021).
- Second, there are cohorts of students enrolled in a specific university coursework unit (in this case, [7124 Motivation and Emotion](#) at the [University of Canberra](#)).
- Third, there is a broader community of people who voluntarily edit [Wikiversity](#) and its [WMF sister projects](#) (see Figure 2) and who contribute by responding to student questions, editing, and providing feedback.
- Finally, the broadest stakeholder group consists of all future users of the knowledge commons; these are people, but increasingly also [bots](#) that search for, access, and use free content on the internet.



Figure 2. Wikimedia sister project logos

This human-digital ecosystem provides a rich, holistic environment with dynamic nutrients (e.g., editable, flexible, sustainable, reliable) for facilitating immersive learning experiences for students and developing OERs.

## Background information

The student-authored motivation and emotion book project was a response to some fundamental problems with widespread use of traditional, disposable essays in higher education. The project demonstrates how educators can guide student cohorts through simultaneous mass development of individually unique works in a publicly editable, wiki-based, online platform.



Figure 3. Universities mass-produce traditional, disposable student essays like sausages in a factory. Alternatively, students can learn to create unique, gourmet, handmade sausages.

Use of disposable (Wiley, 2013) essays for assessment in higher education is problematic for several reasons:

- Traditional essays are typically hidden during the drafting process, limiting potential for formative feedback and peer-to-peer learning.
- Traditional essays usually involve an educator setting a single or small number of permissible topics, leading to repetition across students and over time, pumping out student essays like a sausage factory (see Figure 3). Cookie-cutter approaches to education can be demotivating for students as they lack authenticity and heighten the risk of [academic integrity](#) violations such as [plagiarism](#) and [contract cheating](#).
- Traditional essays typically never see the light of day, even though their publication could potentially offer many benefits (Fatayer & Tualaulelei, 2023; Weller, 2011).
- Traditional essays are usually written individually, whereas much [professional writing](#) in the real world is collaborative and involves [version tracking](#), commenting, and interactive discussion.
- Traditional essays usually consist of plain text which does not use the rich, interactive potential of the internet (e.g., hyperlinks, images, multimedia, comments). Furthermore, a general skill that students arguably should learn during higher education is how to contribute to the knowledge commons.

Use of traditional essay writing in higher education is increasingly problematic and is arguably an outdated approach. With the advent of the internet, writing skills can be developed, and much other learning can be facilitated, by engaging students in making unique contributions to the knowledge commons. Open wikis offer an ideal tool for collaborative online development of OERs.

## Project description

The [motivation and emotion student-authored book project](#) started in 2010, with approximately 100 to 150 students participating each year since. Each cohort of students author online book chapters about specific motivation and emotion topics as a major part of the assessment for a third-year undergraduate psychology unit, [motivation and emotion](#).

The [unit's learning outcomes](#) are to:

- Identify the major principles of motivation and emotion,
- Integrate theories and current research towards explaining the role of motivation and emotions in human behaviour, and
- Critically apply knowledge of motivation or emotion to an in-depth understanding of a specific topic in this field.

The project is scaffolded (see Table 1) to support students' editing skills, enhance their confidence, and develop content (Neill, 2024):

- [Lectures](#) introduce the rationale for a capstone-style, major project curated in a public space in order

to develop and showcase students' writing and publishing skills and disciplinary knowledge.

- [Tutorials](#) teach useful skills such as creating a Wikiversity account, signing up to or negotiating a topic, basic wiki editing, and importing a template to help scaffold a chapter.

After selecting or negotiating a topic, students develop a chapter plan which is submitted as an early assessment. This helps students to develop their wiki editing skills by presenting headings and sub-headings, key points, and initial citations about the topic. Students are also taught how to contribute to other chapters by editing and commenting. These social contributions are logged on their user page and used as part of the [marking criteria for the book chapter](#) (Neill, 2024).

All book chapters have unique titles and sub-titles in the form of a question (e.g., [Music and study: What effect does music have on motivation to study?](#)). Approved topics are listed in the volume's table of contents. All volumes can be searched and browsed via the [book's home page](#). The book theme is "Understanding and improving our motivational and emotional lives using psychological science".

In addition to written text, each chapter includes interactive "learning features" (e.g., internal and external hyperlinks, figures, tables, and quizzes). These features help to bring chapters to life and further distinguish the work from traditional essays.

Once the final book chapter is submitted, students develop a three-minute multimedia overview of the chapter, a link to which is featured underneath the chapter's title and sub-title.

**Table 1. Motivation and Emotion Book Chapter Project Scaffolding\***

Item (weight)	Description
1: <a href="#">Topic selection</a> (0%)	Ungraded early assessment exercise. Create a Wikiversity account. Sign up to a major project topic. Ask clarifying questions.
2: <a href="#">Topic development</a> (10%)	Develop plan for book chapter: Overview, Headings, Key points, Figure, Learning feature, Resources, References, User page, Social contribution.
3: <a href="#">Book chapter</a> (45%)	Author an online book chapter up to 4,000 words about a unique motivation or emotion topic. Includes a social contribution component.
4: <a href="#">Multimedia presentation</a> (20%)	Record and share a 3 minute online multimedia presentation focusing on key problems and answers provided by psychological science. Same topic as book chapter.

\*The other 25% of the assessment is allocated to quizzes across the breadth of unit content.

## Key outcomes

The key project outcomes are:

- high student satisfaction with novel, capstone experience
- development of students' disciplinary knowledge and [graduate attributes](#) (including communication

skills, global citizenship, and lifelong learning)

- contribution of OERs to the knowledge commons
- working demonstration of a renewable assessment alternative to traditional essay-based learning and assessment exercises in higher education (Neill, 2024).

These outcomes are mapped against 7 of the 17 United Nations’ 2015 [Sustainable Development Goals](#) (see Table 2).

**Table 2. Mapping of Student-developed OERs via Open Wikis to the Sustainable Development Goals (This table was developed with the assistance of ChatGPT 4.0.)**

SDG #	SDG Name	How Student-developed Open Wiki OERs Contribute
4	<a href="#">Quality education</a>	<ul style="list-style-type: none"><li>• Innovative teaching and learning philosophy and practice</li><li>• Development of globally accessible OERs</li><li>• Active and lifelong learning opportunity</li></ul>
5	<a href="#">Gender equality</a>	<ul style="list-style-type: none"><li>• Equal access to educational resources for all genders</li><li>• Students of all genders contribute to the knowledge commons</li></ul>
8	<a href="#">Decent work and economic growth</a>	<ul style="list-style-type: none"><li>• Development of knowledge and skills needed in the workforce</li><li>• <a href="#">CC-BY-SA 4.0</a> and <a href="#">GFDL</a> licensing allows commercial re-use, contributing to economic growth</li></ul>
9	<a href="#">Industry, innovation, and infrastructure</a>	<ul style="list-style-type: none"><li>• Innovative connection between higher education and non-profit organisation (Wikimedia Foundation)</li><li>• Industry-relevant skills are developed through production of collaborative OERs</li></ul>
10	<a href="#">Reduced inequality</a>	<ul style="list-style-type: none"><li>• Free and open access to educational resources</li><li>• Sharing of diverse topics, voices, and perspectives</li></ul>
16	<a href="#">Peace, justice, and strong institutions</a>	<ul style="list-style-type: none"><li>• Transparently developed educational resources and practices</li><li>• Participatory and democratic engagement through open collaboration</li></ul>
17	<a href="#">Partnerships for the goals</a>	<ul style="list-style-type: none"><li>• Open access syntheses of scientific knowledge</li><li>• Sharing of knowledge and resources using a multi-lingual platform</li></ul>

The next steps for the project are to:

- continue developing annual volumes about new motivation and emotion topics
- promote the model's philosophy and practice to encourage wider adoption
- support educators who are interested to adapt the model
- continue refining the model to respond to student feedback and institutional policy changes.

## Learning and recommendations

Getting started with developing open wiki-based OER projects is straightforward. WMF wikis are free, stable, and open for anyone to edit. Content on these wikis is maximally editable and reusable, satisfying the criteria for free cultural works (Creative Commons, n.d.). Wikiversity is dedicated to teaching, learning, and research. Other WMF sister projects can also be used for specific educational projects, including [Wikibooks](#), [Wikimedia Commons](#), [Wikidata](#), and [Wikipedia](#).

The main challenges to be navigated include:

- developing educators' open andragogical teaching philosophies and rationales for open wiki projects
- developing educators' wiki editing skills and confidence that they can support students
- considering intellectual property rights and copyright policies of higher education institutions and how they apply to staff and students
- willingness to step off the well-worn treadmill of students submitting disposable assignments through [learning management systems](#).

## Champion statements

Student feedback about the motivation and emotion unit and its OER book chapter project is publicly [available](#). In 2023, 95% of students who responded to the official end-of-semester survey indicated that they were satisfied with:

- the quality of the unit
- how the staff in the unit supported their learning
- the unit helping them with their work-related goals.

A typical comment about the book chapter exercise was:

“The book chapter is one of the most interesting assessment items in the psychology degree. It tests our knowledge of psychology theories and our ability to write for a different audience while allowing some exploration.” ([Anonymous, Q5T3 end-of-semester survey](#))

## In practice

Based on experiences guiding over 1,500 students in building wiki-based OERs as part of their learning and assessment, the following advice/tips are offered to educators:

- **Teaching philosophy:** Develop a personal teaching philosophy which is explicit about your values. Include why you do (or don't) contribute OERs and engage students in renewable, OER-based assignments.
- **Start small.** Create a free WMF user account, then have a go at editing and asking questions. Start small, tinker, build your skills and confidence, iterate, reflect, and scale up over time.
- **Community engagement** Engage with the wiki editing community on the hosting platform via discussion, collaborative editing, and mentoring.
- **Share actively:** Share about the OERs you are involved in developing via social media, seminars, teaching and learning journals, etcetera. They will also be discoverable via internet search.
- **Scaffolded agency:** Allow students as much control and decision-making as possible, whilst also providing scaffolding and feedback.
- **Foster community:** Communicate care and micro-encouragements towards students through helpful actions (e.g., likes, editing, and feedback). It is natural for students to be hesitant to engage at first, because of previous experiences of controlled, constrained forms of learning and assessment.
- **Learning curve:** Developing open educational practice skills with open wikis may seem daunting and time-consuming at first, but wiki editing skills lead to many efficiencies and benefits in teaching, research, and social impact that pay off in the longer-term.



## Further resources

- [English Wikiversity](#)
- [Motivation and emotion](#) – Homepage
- [Motivation and emotion – Book project](#)
- [Motivation and emotion – Unit description](#)

## Notes

The images used in this chapter are [scalable vector graphics](#) (SVG) which allows them to be edited, maximising their openness, accessibility, and utility.

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[\[Return to Table 1\]](#)

A table titled “Motivation and Emotion Book Chapter Project Scaffolding” outlines assessment items, weights, and descriptions. The items and weights are as follows:

1. Topic Selection (0%): Ungraded early exercise. Students create a Wikiversity account, select a project topic, and ask clarifying questions.
2. Topic Development (10%): Students develop a plan for their book chapter, including an overview, headings, key points, a figure, a learning feature, resources, references, a user page, and a social contribution component.
3. Book Chapter (45%): Students write a 4,000-word online book chapter about a unique motivation or emotion topic, with a social contribution element.
4. Multimedia Presentation (20%): Students create a 3-minute online multimedia presentation highlighting key problems and solutions discussed in psychological science, using the same topic as their book chapter.

[\[Return to Table 2\]](#)

A table titled “Mapping of Student-developed OERs via Open Wikis to the Sustainable Development Goals” lists Sustainable Development Goal (SDG) numbers, names, and contributions of student-created Open Educational Resources (OERs).

The entries are as follows:

- SDG 4, Quality Education: Contributions include innovative teaching and learning practices, development of globally accessible OERs, and fostering active, lifelong learning.
  - SDG 5, Gender Equality: Ensures equal access to educational resources for all genders and promotes contributions to the knowledge commons by students of all genders.
  - SDG 8, Decent Work and Economic Growth: Supports workforce skill development; licensing under CC-BY-SA 4.0 and GFDL allows commercial reuse, aiding economic growth.
  - SDG 9, Industry, Innovation, and Infrastructure: Connects higher education with the non-profit Wikimedia Foundation and promotes industry-relevant skills through collaborative OER production.
  - SDG 10, Reduced Inequality: Provides free and open access to diverse educational resources, including varied topics, voices, and perspectives.
  - SDG 16, Peace, Justice, and Strong Institutions: Resources are developed transparently with participatory engagement, encouraging democratic collaboration.
  - SDG 17, Partnerships for the Goals: Facilitates open-access knowledge sharing on a multilingual platform, contributing to scientific knowledge dissemination.
- 

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# EXPLORING “WHAT IF ...?” WITH RENEWABLE ASSIGNMENTS

University of Southern Queensland

Dr Eseta Tualaulelei

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## Overview

What if university assignments contributed to the greater good? What if students had a genuine audience for their assignment work rather than just a faculty member or two? What if our students could contribute to their future professions while at university developing their professional knowledge? This chapter describes an open educational practice called ‘renewable assignments’ (Wiley, 2016) and how it was used to explore these three questions. I am a senior lecturer in the School of Education at a mid-sized regional university in Australia. From 2019 to 2023, I and my colleague Dr Yosheen Pillay conducted and researched renewable assignments in projects that led to 91 students contributing to 4 online books of open educational resources (OER). In this chapter, I explain the ins and outs of the project and provide some advice from my experiences. The chapter begins by outlining the different groups of people involved in the project – including open education support staff, pre-service teachers, in-service teachers, and university educators – before explaining the project’s rationale. This is followed by a detailed explanation of how renewable assignments were implemented across undergraduate and postgraduate courses in Education at a mid-sized regional university in Queensland, Australia. The explanation includes details about how action research was built around the activities to ensure that data about specific impacts were captured. In this case, the action research focused on student engagement for two cycles and on graduate employability for another two cycles, and it produced a range of insights into how renewable assignments impact on student experiences. The chapter ends with some recommendations for those interested in running renewable assignments in their own courses and reflections from people who were involved.

## Using this case study

Renewable assignments are a type of authentic assessment that can engage students with online learning and enhance their graduate employability. After reading this chapter:

- Academic staff will: Develop awareness of the benefits and processes for facilitating quality student renewable assignments to be published as an OER.
- Library staff will: Learn strategies and techniques for working with students and academics to publish high quality student created content.

## Key stakeholders

Open education support staff: My university is lucky to have a unit solely devoted to open education initiatives. The two staff members of this unit at the time, Dr Adrian Stagg and Ms Nikki Andersen, were integral to conceptualising, supporting and promoting the project. Adrian is an open education expert and Nikki is a librarian specialising in inclusion and copyright so they were able to answer any questions we had about open publishing.

Our students: 91 students (pre-service and in-service teachers studying the Bachelor of Education, Master of Learning and Teaching and Master of Education – Guidance and Counselling) took the leap of faith to publish their university assignments openly.

In-service teachers: Teachers who are currently teaching in early childhood centres, primary schools and secondary schools contributed to the conceptualisation and review of the OER.

University educators: I teach early childhood and primary courses in intercultural education and literacy teaching and Yosheen teaches Educational Guidance and Counselling. I ran three cycles of the project in my courses and Yosheen ran one cycle in her course.

## Background information

Several different needs were addressed with renewable assignments. Figure 1 shows the juncture at which the renewable assignment was located and how it responded to various stakeholder needs, including:

Pre-service educators: In every course, we hear from students how they feel about their learning and their university experiences. One of the top areas of complaint are university assignments, their expectations, their relevance to the real world and the skills and knowledge students are meant to learn from them. University assignments are often designed with professional expectations and university standards in mind, but often they disregard students' perspectives. Renewable assignments offered an authentic assessment task, linked directly to contemporary practice, that developed research and presentation skills students would use when they became teachers.

University educators: We are constantly looking for improved ways to support and encourage student

learning. The first iteration of this project came about in part because of my dissatisfaction with an assignment I had inherited that I thought was not conveying key concepts and ideas in a meaningful way. Renewable assignments offered an avenue for thinking outside the box about how I could improve this particular assignment for students and strengthen the links between what we were doing at university and the teaching profession.

**In-service teachers:** In professional development sessions I have run over the years, teachers have expressed their need for resources. While the internet provides an endless array of resources, their quality and relevance varies. In an area such as intercultural education, place-based and local resources are more valuable than generic ones. Similarly, in literacy teaching, techniques, ideas and methods are constantly being updated and explored. The busy literacy teacher does not have time to keep on top of all these developments but me and my students do. I saw an opportunity to infuse this knowledge into resources that could be shared with the profession.



Figure 1. How renewable assignments responded to stakeholder needs.

## Project description

Renewable assignments are those that “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” (Wiley & Hilton, 2018, p. 137). They are a type of authentic assessment that is shared publicly with an open license. Mindful that there are different approaches to renewable assignments, I will explain my specific project through three different processes: running a renewable assignment, involving professionals and how to research your project.

## Running a renewable assignment

**Learn and prepare:** I was a complete novice to open education but the academic literature is accessible and high quality. I tried to learn as much about open education and open educational resources as I could. Support staff were invaluable as they provided insights into a range of matters (digital platforms to host the OER, open licenses, technological advice, copyright requirements for multimedia etc.). What I learned in this stage helped me to design and visualise the OER that my students would produce. When preparing the assignment instructions for students, I mentioned the possibility of their work being openly published. As I didn't know whether a student would pass the assignment or the course overall, open publishing was only mentioned as a possibility and resources were shared for their educative value.

**Implement the renewable assignment:** I ran the assignment as I usually would in a course. In later iterations, I integrated resources into the course about open education; the United Nations (2019) actually recommends that this knowledge is incorporated in all initial teacher education courses. After the course had finished and grades were finalised, I invited students who had passed both the assignment and the course to contribute to the open publication. I was not concerned with whether the students achieved a low or high grade; so long as they passed, they were invited to contribute a chapter to the online book.

**Create the OER:** Those who accepted the invitation were given guidance with the purpose of the book and who the audience was (in-service teachers). They could publish their assignment artefact exactly as they had submitted it or they could modify it as they wished. Students were advised, however, that all chapters would be edited for accuracy and readability. With later books, students were given a template for their chapter so that the OER would present as a cohesive collection. Before these projects, I had never published and edited a collection of anything so this was a useful training ground for that whole process. For each book I worked with a co-editor and the open education support staff.



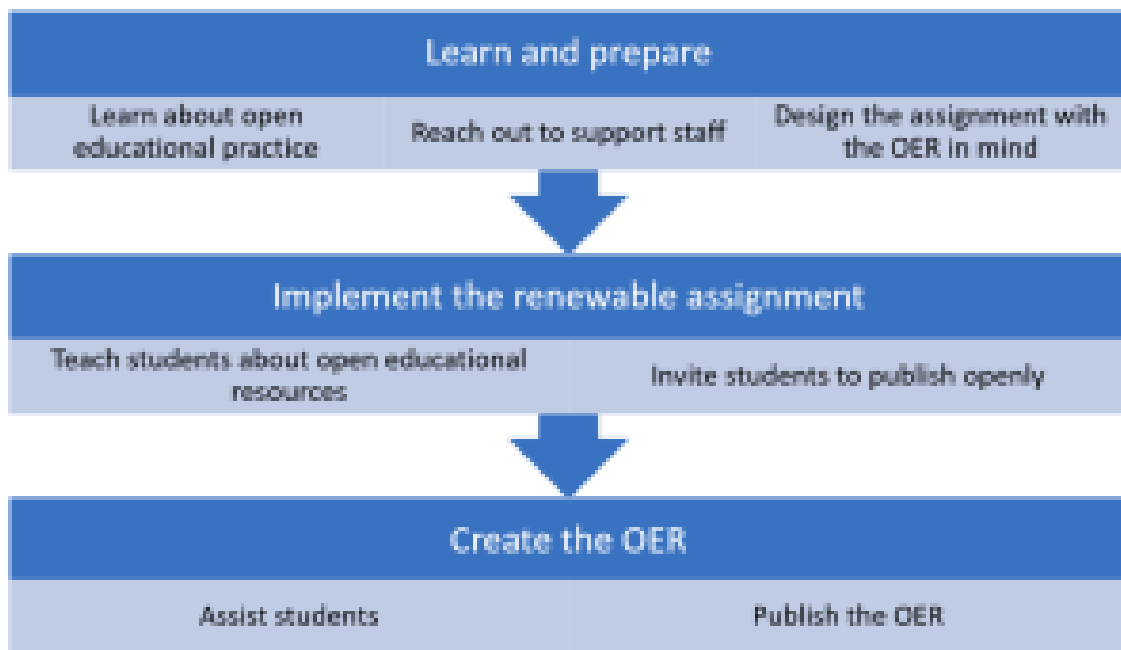


Figure 2. Summary of steps for running a renewable assignment.

## Involving in-service educators or professionals

**Learn and prepare:** We offered professional development to early years educators and guidance counsellors to share ideas about the OER project and gather their insights. For instance, we learned that educators were drawing from Department of Health resources because the Department of Education did not have what they needed. We learned about the types of day-to-day concerns that guidance and counselling professionals wanted guidance with. In particular, we learned about the profession’s resource needs, particularly because we wanted to create OER that would be useful and contribute positively to professions.

**Implement the renewable assignment:** There was no active role for professionals in this stage as implementation was an internal course activity.

**Create the OER:** Quality is often a concern about student-generated OER (Wiley et al., 2017), so we invited professionals to review the chapters. They were asked to comment on the currency, quality and relevance of the work and in two of our books, we openly published excerpts from these reviews. The OER were shared back with the professionals who helped conceptualise our projects and they have been shared more widely across the teaching profession as well.

Figure 3. Summary of steps for involving in-service educators or professionals

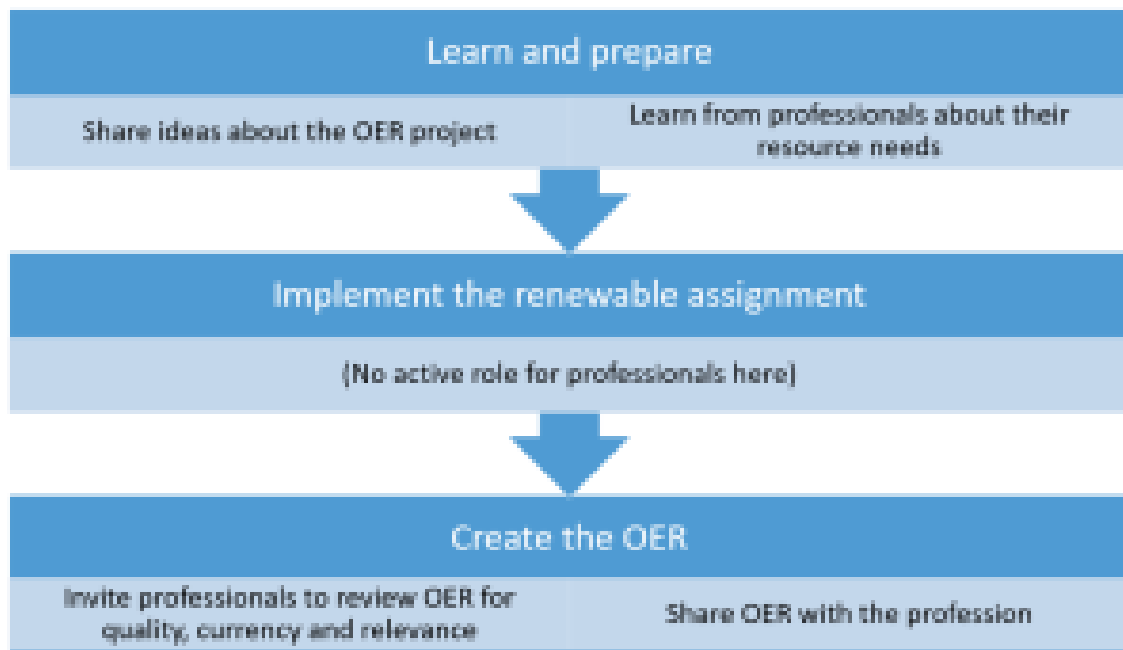


Figure 3. Summary of steps for involving in-service educators or professionals

## Researching renewable assignments

**Learn and prepare:** I designed my project with the intention of researching it from the outset because this was a new teaching practice for me and I wanted to know what impacts, if any, it would have for my students. Utilising the pragmatic approach of action research, I designed tools to collect data through surveys, semi-structured interviews and researcher reflections. We gained ethics approval and then invited students to participate. In the early cycles of the project, students were invited to participate while they were creating the OER, but in later cycles, we were interested in knowing what students knew about open education so we invited them earlier in the process.

**Implement the renewable assignment:** While the assignment was being implemented we collected data as teacher educators, reflecting on the process of integrating knowledge about open education in our courses.

**Create the OER:** Surveys and semi-structured interviews were conducted after the OER were published. Once data were analysed, we shared our learnings at various conferences and our students presented alongside us at some of these (see next section).

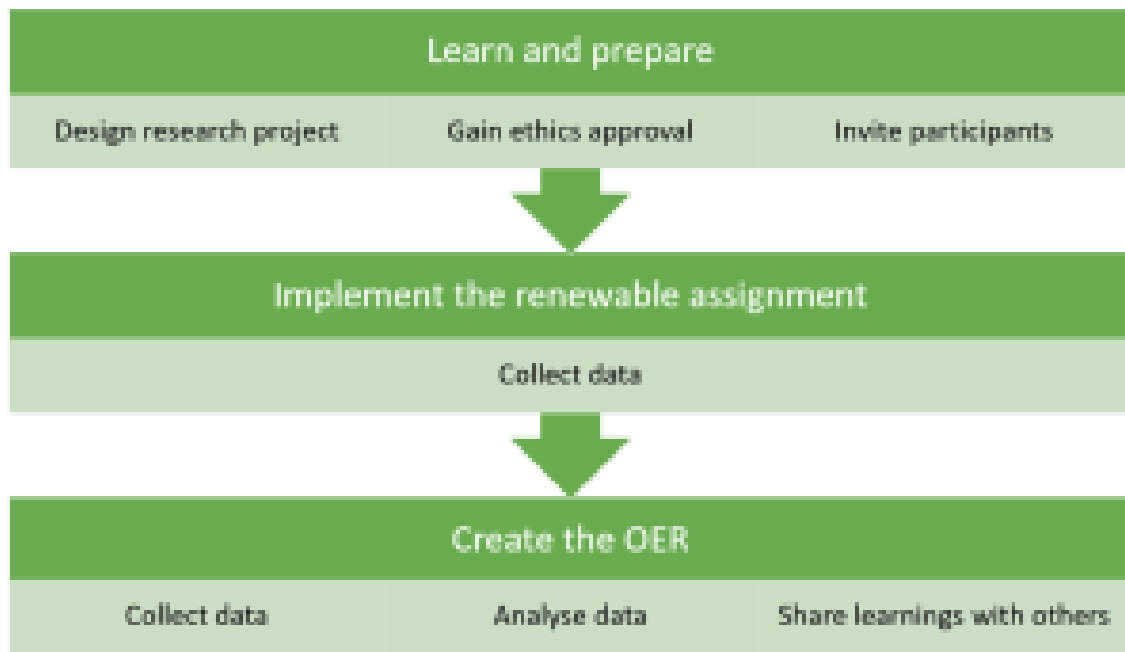


Figure 4. Summary of steps for researching renewable assignments.

## Key outcomes

A total of 91 students published four online books:

- [Gems and nuggets: Multicultural education for young children](#) (Tualaulelei & Hawkins, 2020)
- [Hidden Treasures: Intercultural resources for early years educators](#) (Tualaulelei & Macdonald, 2021)
- [Hearts and minds: Mental health support for schools](#) (Pillay & Tualaulelei, 2022)
- [Co-creating multimodal texts with young children](#) (Tualaulelei & Pillay, 2023)

Student-authors Katelyn Jackson, Kim Rohde, Sophie Woodward and Jillian Stansfield presented with Yosheen and I at our university’s 2022 Open Week to celebrate open education. I also presented with Sophie at the Australian Literacy Educators Association Digital Energy Symposium 2023 and again in 2023 for that association’s Teacher Education Special Interest Group.

I found evidence that renewable assignments increased student engagement (Tualaulelei, 2020) and enhanced some graduate attributes (Tualaulelei & Pillay, 2022). Our findings have also been shared through [university events](#), [teaching and learning blogs](#) and professional development.

In 2021, OEGlobal gave me a UNESCO OER Implementation Award for collective impact and for demonstrating exemplary leadership in advancing the UNESCO Open Education Resource Recommendation in our own practices (there were 294 global recipients for this award). In 2022, the Special Issue for the Journal of Multicultural Education edited by Stacy Katz and Jennifer Van Allen that included our article Tualaulelei and Green (2022) won an OEGlobal Open Research Award.

What's next for this project is more dissemination of the practice of renewable assignments and of the project's findings.

## Learnings and recommendations

**Work in teams:** I did the first two cycles of this project as an individual and this was difficult. Working in a team of two or more people is recommended to help manage time and effort. I collaborated with two early years experts, Karen Hawkins and Jacqueline Macdonald, to help me edit the first two volumes of OER and later worked with Yosheen Pillay. This helped lighten the load because there was a lot of decision-making involved in each project.

**Use available support:** Academics are usually quite busy with a range of work. To keep your project moving forward, draw upon the expertise of others, particularly open education support staff, librarians and anyone else who can help you. For example, Yosheen had the university photographer assist her creating the cover of Mental Health for which she had a specific idea in mind (those are her hands that are artfully arranged on the cover).

**Work ethically:** There are times when open publication is appropriate and times when it is not (Orozco, 2020) and it helps to be aware of these. Try to think about your students and their best interests so that they do not produce OER that may impact them negatively.

**Share your project and learnings:** In looking for guidance, the only academic source I could find several years ago was a thesis by Dr Mais Fatayer that described something similar to what I wanted to do. There are far more resources available now but more are always welcome. Sharing your work helps others.

### Champions

Student feedback:

- I was very excited to be published. It is an honour to be recognised for our research and expertise.
- It was very exciting to contribute to a profession which I will soon be a part of as well as sharing with family and friends the work which I have been doing (you do not get this opportunity often as an adult).
- Amazing idea! Amazing to be a part of ... Most importantly, it is an excellent collaborative action and a great resource. I have never seen this done before.

Early years educator feedback: "I like that there is a variety of information available. I feel

that the information given is informative and valued. I also like that other educators can share their knowledge also." (Elena Weatherall, Swallow Street Child Care Association)

In this promotion video for Hidden Treasures, you'll hear Liza Corrie (former pre-service teacher) talk about her experiences with our project.



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://oercollective.caul.edu.au/openedaustralasia/?p=740#oembed-2>

## In practice

**Advice for future projects:** Do it! This chapter has only scratched the surface of the benefits this project had for everyone involved. As a teacher educator, I'm more aware of the immense experience our students bring with them to our courses; our students feel validated and accomplished; and early years educators and teachers can access our resources that respond specifically to their concerns.

## Acknowledgement of peer reviewers

The authors gratefully acknowledge the following people who kindly lent their time and expertise to provide peer review of this chapter:

- **Nicole Gammie**, Senior Learning Librarian, La Trobe University Library, La Trobe University

## How to cite and attribute this chapter

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Tualaulelei, E. (2024). Exploring “What if . . . ?” With Renewable Assignments. In *Open Education Down Under: Australasian Case Studies*. Council of Australian University Librarians. <https://oercollective.caul.edu.au/openedastralasia/chapter/exploring-what-if-with-renewable-assignments>

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She specialises in intercultural education, early literacy and the professional development of teachers. Her research focuses on equitable education for culturally and linguistically diverse learners, online student engagement and open education.

[ORCID Profile](#)



# CREATING BURNING ISSUES IN CLASSICS

La Trobe University

Nicole Gammie and Dr Rhiannon Evans

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## Overview

Creating *Burning Issues in Classics* allowed the involved staff to develop a process for curating quality content that can be readily replicated for future iterations and by others to create ebooks containing student assessment projects. It considered ways to limit power imbalances with the staff involved while publishing the high quality student created content as an ebook that can be used by staff with future cohorts in the subject and other interested parties. The key to the project's success was the type of assessment task that provided students with the chance to demonstrate skills in research and presentation and readily allowed the content to be published where the criteria were met and peer review undertaken.

### Using this case study

Burning Issues outlines a process on how quality student assessments can be openly published as an ebook. After reading this chapter:

- Academic staff will: Develop awareness of the benefits and process for facilitating quality student assessments to be published as an OER and how library staff can assist.
- Library staff will: Learn strategies and techniques for working with students and academics to publish high quality student created content.

## Key stakeholders

The key staff stakeholders for the project involved a collaboration between academic and professional staff.

They included the Subject Coordinator (SC), Senior Learning Librarian (SLL) and La Trobe eBureau Coordinator. Students from the 2023 student cohort of a third-year Classics – Digital Humanities subject were also involved.

## Background information

The project started with the identification of the publishing opportunity within the subject's various assessment tasks. 1 assessment task required students were asked to develop a digital project written in plain English about a current ideological debate in Ancient Greek and Roman studies, considering what led to this conflict, any assumptions being made and what is at stake. This might be a familiar political or cultural scenario, such as the debate over returning museum exhibits to their country of origin; or the use of ancient mottoes and images in alt-right propaganda. The task had several outcomes requiring students to research a controversial issue and present their findings in plain English. This would also allow non-specialists to become involved in the discourse in this space, as potentially complex issues would be explained in a way that all could understand. Experience indicates that it takes time to create this type of authentic content and it would be good to share what the students are learning. With this in mind, the suggestion was made by the SLL to SC, to gauge interest in the possibility of a proposed co-created publishing opportunity with students before talking over the idea possibility with the **La Trobe eBureau** to make it happen, see Figure 1 for the process.

In the past, such assessment tasks rarely got past the learning management system where they were submitted. Openly publishing these projects as an ebook has allowed the public to see what students have developed and for the students to add to the discipline's discourse in this space in the broader community. The format allows for potential content from subsequent years to be added and acts as a model for future students.

## Project description

The proposal led to the publishing of 6 digital projects developed by students with an introduction written by SC and a closing chapter on research and copyright by SLL and others in mid-2024. Students were able to choose the topic within the parameters of the subject leading to a range of subject matter included in the ebook.

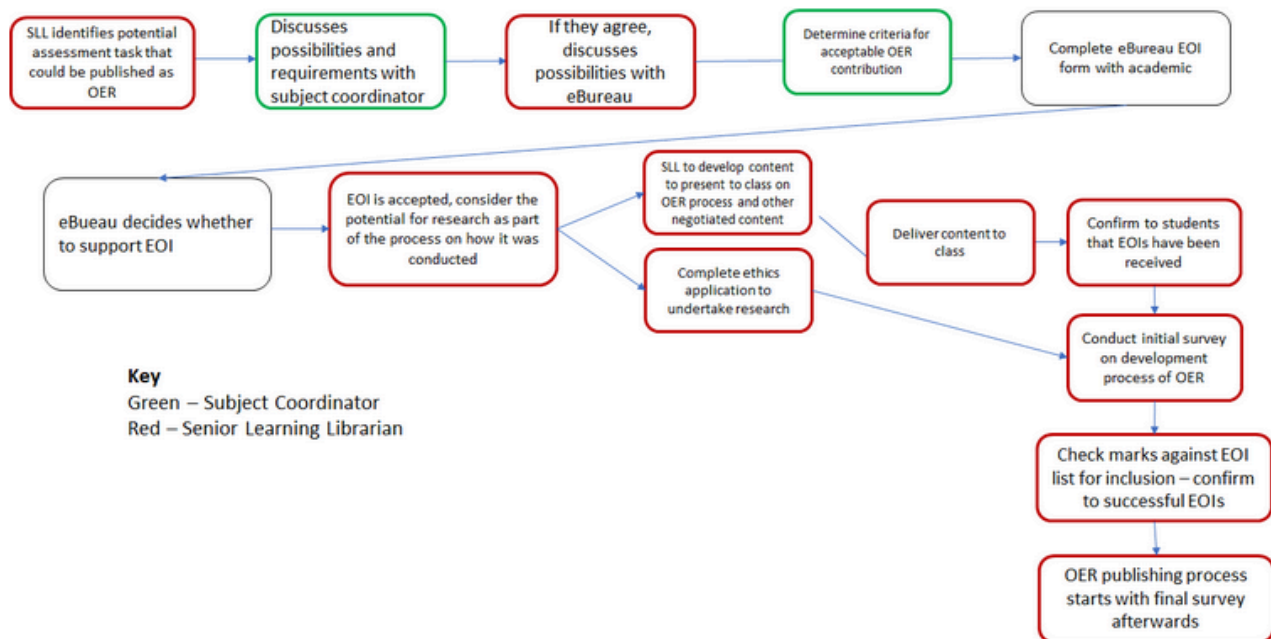


Figure 1: Overview of the full process used to develop the Burning Issues in Classics ebook [[Go to image description](#)]

An application to consider publishing the content was submitted to the La Trobe eBureau for consideration as they are responsible for managing the publishing of OER textbooks. With some clarification around peer review processes to be used and the gap which the publication would fill, the idea was accepted.

To help explain the opportunity to all students in the subject as being enrolled was the only criteria to being able to be involved, a short (3min) video was developed and included in the Learning Management System (LMS) along with a class presentation to encourage participation. Copyright considerations around images, music etc were also discussed so students were aware this may need to be checked if they were successful.

To avoid power imbalances and publishing low quality assessments, interested students were asked to submit an expression of interest and their project had to receive a mark of 75 or greater to be considered when the assessment was finalised. Expressions of interest were collected by the SLL who had no role in marking the assessment tasks, with names provided to the SC once the marking was finalised. Students were notified about being accepted. They were asked to incorporate the feedback provided on their assessment tasks and write a biography and reflection piece on why they chose that topic. These were then passed on for a second round of review by another academic expert, who provided further feedback for students to consider. Students retained the copyright to their projects and were asked to sign a standard author agreement with the La Trobe eBureau to allow publication, and they were asked to select an appropriate Creative Commons Licence for their work. Once the content was finalised, copyright compliance checks were undertaken, and copyediting and checking were managed by the La Trobe eBureau.

## Key outcomes

So far, the team has achieved a published ebook on the La Trobe eBureau website.

Publicity for the book will be undertaken to encourage its use beyond the subject into the broader community. The ebook was launched online in late October 2024 with an open invitation as part of Open Access Week 2024 activities. Further communications will be made to other potential interested parties. Presentations are also being made in various open education resource spaces as opportunities arose.

## Learnings and recommendations

This is a highly replicable project. The key is to identify a suitable project where there are links to the broader community and add to the discussion around these topics. Also consider the timeframes around publishing, this may need to occur beyond the semester timeframe as peer review takes time, but is an important component of a quality product. If the contributors are likely to leave the organisation before publication (as in this case, most third years graduated shortly after completing the assessment task), non-institutional contact information needs to be gathered.

A challenge can be to 'sell' the idea to the students, as without them there is no book, while being honest about the commitment involved. Students should be made aware that the publication can be leveraged as proof of their skills in communication and digital technologies, and used as part of a portfolio when applying for work or further study. Having an example of another subject which had published student projects helped show the students what the end product could look like. There are a number of examples, although care should be taken to consider their purpose. The content within Burning Issues was not designed to meet specific course outcomes for high school students for example.

There is the potential for negative comments on social media around what the students have presented as there can be some strongly held views around aspects of disciplines. To counter this, the chapter written by SLL contains some information around possible strategies to minimise personal impact should this arise.

There were plans to undertake some research on the process to assist with refining how it was implemented. This did not occur due to not being able to get ethics approval in time. The idea is to ask students questions about their experiences, and these would be used in publications.

### Champion statement

Student feedback:

Feedback from the students indicated it was a smooth process to be involved with, and only required responding to questions around copyright, content and some copy editing clarifications.

## In practice

- Carefully consider the assessment tasks: could sharing them add to the discourse for that discipline?
- Copyright of any content included in the projects – can it be shared? Submitting material for an assessment task can be different to publishing.
- If the subject matter is sensitive for either the contributors or potential readers, what steps are to be put in place to limit the impact? For example, is a warning notice regarding content relevant to consider?
- Getting feedback on the process – do you need ethics approval and what is the lead time needed to get the application approved?
- Value of having a handover plan or process should staffing changes occur.
- Interactive or digital project to be undertaken for the assessment task.
- Students to write a bio so we learn a bit about them and a reflective piece to provide insight into why that topic was chosen (where there is a choice) within the parameters of the subject.

## Image description

Figure 1: Overview of the full process used to develop the Burning Issues in Classics ebook

Flowchart diagram outlining the steps involved in the full process used to develop the ebook. Step one starts with the SLL identifying a potential assessment that could be published as an OER. Next, a discussion is held with the SC about this possibility. Where agreement is reached, the project proposal is discussed

with the La Trobe eBureau for approval. The approval form is completed including defining criteria for acceptable student contributions (expression of interest and a mark of 75+). A decision is made whether to accept the proposal and if successful, consideration of undertaking research along with the development of class materials to explain the opportunity is undertaken. If research is to occur, then an ethics application is needed as students will be surveyed. Content is delivered to the class explaining the opportunity and what students need to do. Once marks are finalised, results are checked against the list of expressions of interest received to determine who is involved and the publishing process continues from here including peer review.

[\[Return to Figure 1\]](#)

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## Acknowledgement of peer reviewers

The authors gratefully acknowledge the following people who kindly lent their time and expertise to provide peer review of this chapter:

- **Sarah McQuillen**, Academic Librarian, University of South Australia
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Nicole Gammie is a Senior Learning Librarian at La Trobe University supporting the humanities and has worked in academic and VET libraries since 2017. Before that she spent nearly two decades working in the environmental field with landholders and other stakeholders across southeastern Australia.



Dr Rhiannon Evans

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Dr. Rhiannon Evans is an Associate Professor of Classics and Ancient History at La Trobe University. Her focus is Roman representations of cultural and ethnic identity in ancient Roman literature, but she is also interested in teaching pedagogy in higher education and has published on the Scholarship of Learning and Teaching, as well as receiving multiple institutional and national teaching awards.

# GUIDING THE GUIDANCE COUNSELLORS: A CASE STUDY OF NEW DIRECTIONS IN GUIDANCE AND COUNSELLING

James Cook University

Ben Archer

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## Overview

The Open Educational Resource (OER) [\*New Directions in Guidance and Counselling\*](#) (Archer, 2023) emerged as an innovative response to the challenges posed by COVID-19 lockdowns. Originally, students in the Masters of Guidance and Counselling program were to undertake original research during placements for their capstone unit. However, pandemic restrictions necessitated a rapid pivot in assessment design.

This shift led to the development of a major work centered on comprehensive literature reviews. Students received explicit training in advanced literature review techniques, ensuring their contributions maintained high academic standards despite the inability to conduct field research. This adaptation not only addressed immediate assessment needs but also equipped students with valuable skills in synthesizing and critically analyzing existing research.

The assessment required students to develop their major research literature reviews, showcasing the ability to engage deeply with current scholarship in guidance and counselling. The collection spans various topics, reflecting contemporary trends and emerging areas of focus in the field. Each piece underwent rigorous evaluation for academic merit, relevance to current practice, and potential impact.

Compiling these works into an OER served multiple purposes:

- It provided a meaningful culmination of students' studies despite pandemic disruptions.
- It offered a platform for showcasing student research in a time of limited opportunities.
- It created a valuable resource for practitioners and fellow students navigating similar challenges.

The project highlighted the potential of student-generated content in creating substantive educational resources, even under restrictive circumstances. It demonstrated the adaptability of both students and educators in the face of unprecedented challenges.

Ultimately, this COVID-19-induced pivot resulted in a unique learning experience. Students engaged with



the scholarly publication process from literature review to peer review, while educators gained insights into facilitating collaborative academic work in a remote environment. The resulting product stands as a testament to the resilience and creativity of the guidance and counselling student community during the pandemic.

## Using this case study

This case study demonstrates how an innovative response to COVID-19 restrictions transformed a traditional research assessment into an authentic publishing opportunity, fostering meaningful collaboration between academics and counselling students while creating an enduring professional resource that bridges academic learning with industry practice.

## Key stakeholders

The key stakeholders in this project were the Master of Guidance and Counselling students at James Cook University who contributed their work to the OER. Securing their enthusiastic participation was crucial to the project's success. Students were initially presented with the prospect of contributing to a published academic book as part of their assessment, with the understanding that only work achieving a grade of 85% or higher would be considered for inclusion; this selective approach was demonstrated through examples of existing academic compilations in counselling, where individual research chapters were brought together into comprehensive volumes.

To foster student engagement, the importance of counsellors creating practice-based evidence was emphasised. This approach was presented as a critical form of professional development, enabling counsellors to inform their evidence-based practice and utilise best practices in their work (Hatchett, 2021). By framing the project in this context, students could see the direct relevance to their future careers and the potential impact of their contributions.

Maintaining high academic standards was paramount, given that the final product would be a university-published resource. This necessitated rigorous quality control measures throughout the process, from initial drafting to final editing.

The James Cook University Open Educational Resources team, comprising Alice Luetchford, Deborah King, and Sherre Roy, played a pivotal role in this regard. Their expertise was instrumental in managing the quality of work and overseeing the publication process. Their involvement ensured that the students'

contributions met the requisite standards for academic publishing, thereby enhancing the credibility and utility of the final resource.

## Background

The capstone unit for the Masters of Guidance and Counselling, was initially designed to provide students with an opportunity to conduct primary research during their professional placements. This approach aimed to integrate academic learning with practical experience, allowing students to apply research skills in real-world settings.

However, the onset of COVID-19 lockdowns in 2021 significantly disrupted this plan. Face-to-face placements became untenable, and many internship hosts and supervisors expressed discomfort with students conducting research in their organisations during this uncertain period.

This sudden shift created an urgent need for an alternative assessment that would maintain academic rigour whilst providing students with an authentic, meaningful culmination to their degree. The challenge was to devise an assessment that would adequately prepare students for professional practice without the originally planned field experience.

## Project description

The project centred on students producing substantial literature reviews of 2,500-4,000 words, each addressing a clear research question relevant to their local context. The methodology I employed aligns with the approach detailed in Chapter 7 of Alele & Malau-Aduli's (2023) OER on health research design, ensuring a rigorous academic framework for the students' work. This resource is recommended for future OER's that incorporate student work.

To maintain the high quality of the final OER, only submissions graded as High Distinctions (85%+) were considered for inclusion. This selective approach ensured that the published work represented exemplary student scholarship.

Students were tasked with several responsibilities beyond the initial writing. They were required to proofread their own work meticulously, enhancing their editing skills. Additionally, they needed to secure permissions for any images used or create original visual content, introducing them to copyright considerations in academic publishing.

The editing process involved peer review feedback from both myself and the JCU OER team, providing students with valuable insight into the academic publishing process. However, due to time constraints attached to taking on additional classes and marking at the conclusion of the semester, I was not always able to review the revised work before submission. Consequently, some contributions required further refinement prior to publication, illustrating the iterative nature of academic publishing.

The technical aspect of the project presented its own challenges. Student work was uploaded directly from Microsoft Word to the Pressbooks platform, a process that proved problematic. Significant time was invested in adjusting formatting and conducting additional proofreading to ensure the final product met professional standards. This experience highlighted the importance of considering technical compatibility and not being time-pressured in ensuring the publishing process progresses smoothly.

## Key Outcomes

The project culminated in a 14-chapter book, including an introductory chapter written by the academic lead that framed the theoretical context for the collection. Students enhanced their chapters with self-generated charts and tables to illustrate their findings, while library staff supported the work by sourcing and incorporating Creative Commons-licensed images. Following a soft launch in May 2024, the book is now being utilised as an exemplar within the Master of Guidance and Counselling programme, providing current students with a concrete model of scholarly excellence and demonstrating the potential for their own academic contributions.

Initially, there were aspirations to replicate this project with future cohorts, building upon its success and creating a series of student-authored resources. However, these plans were ultimately curtailed due to a confluence of several factors. Workload pressures on academic staff combined with institutional restructures both had a significant impact on the time and resources required to replicate such a project in the future. Furthermore, shifts in university policy regarding student-academic collaboration necessitated the abandonment of the project in future years. This highlights the ongoing nature of the Australian university system – that good work and initiatives are often changeable at the whim of policy and executive decision making.

## Learnings and recommendations

The development of the New Directions in Guidance and Counselling OER yielded valuable insights that can inform future endeavours in student-led academic publishing. Three key areas emerged as important to the success of such initiatives.

Firstly, securing student buy-in early in the process proved to be paramount. Only 14 students ended up contributing to the book, when the potential size was as high as 20. The availability of exemplars was identified as a crucial element in this regard. Students, unfamiliar with OER's, often struggled to envision the final outcome of their efforts. Providing concrete examples of completed works similar to the intended book allows students to grasp the scope and potential of their contributions, setting clear expectations and inspiring higher-quality work. Future projects should prioritise the creation or curation of such exemplars to facilitate student engagement and understanding from the outset.

Secondly, the time-intensive nature of developing an OER from student assessments cannot be overstated.

Despite advancements in artificial intelligence and some misconceptions regarding the efficiency of creating such comprehensive academic resources (Carter & Santiago, 2023), adequate time allocation remains crucial. A potential solution could involve formally integrating the development of OER's into academic workload models. While this may present challenges in implementation, it is essential for enhancing the student learning experience and ensuring the sustainability of such projects. Recognising the development of OER's, such as student-authored academic resources as a significant academic endeavour could lead to more robust support structures and improved outcomes.

Thirdly, maintaining rigorous quality standards is essential for the credibility and utility of student-authored works like *New Directions in Guidance and Counselling*. This involved adopting a discerning approach to content selection, acknowledging that not all student work may meet publication standards. Experienced academics must be prepared to engage in challenging conversations with students whose work lacked novelty or rigour, culminating in them missing out on being invited to contribute despite their marks being borderline Distinction/High Distinction. These discussions should be approached with the same level of constructive criticism and guidance typically afforded to Higher Degree by Research students. Providing practical, forward-looking feedback can help students understand the requirements of academic publishing and potentially improve their work for future consideration.

These recommendations require significant investment from the individual or team responsible for developing student-authored OER's. The process demands not only subject expertise but also skills in mentoring, editing, and project management. However, the potential benefits—including enhanced student learning outcomes, the creation of valuable academic resources, and the cultivation of research skills among students—justify this investment.

Implementing these recommendations could lead to more sustainable and impactful academic publishing projects, bridging the gap between student coursework and professional academic publishing. By addressing these key areas, institutions can create more meaningful learning experiences and contribute valuable resources to their respective fields of study.

Furthermore, projects like *New Directions in Guidance and Counselling* serve as a unique opportunity for students to engage with the academic publishing process firsthand. This experience can be invaluable for those considering further research or academic careers. It also provides a tangible outcome that students can reference in their professional portfolios, potentially enhancing their employability and academic profiles.

## Champion statements

Student feedback on the New Directions in Guidance and Counselling project revealed a mixture of enthusiasm and frustration. While students were eager to see their work published, they expressed dissatisfaction with the extended timeline from submission to publication, which stretched to 18 months.

This delay was primarily attributed to the need for additional proof-reading and quality assurance measures implemented after student submissions. The unforeseen extent of these post-submission refinements highlighted the importance of establishing robust editing processes from the outset.

Despite the delays, students appreciated the opportunity to contribute to a published work. However, their feedback underscored the need for clearer communication about timelines and potential delays in future projects, as well as the importance of front-loading quality control measures to streamline the publication process.

## In practice

### Advice and Tips:

For future endeavours like New Directions in Guidance and Counselling, three key factors are crucial for success. Firstly, securing student buy-in early in the process is essential. This can be achieved by clearly communicating the project's benefits and potential impact on their academic and professional development.

Secondly, having exemplars is vital. These provide students with tangible models of the expected quality and format, helping to align their work with publication standards from the outset.

Lastly, allocating ample time for peer review, and copyediting student submissions is paramount. This ensures the final product meets high academic standards. A well-planned timeline that accounts for multiple rounds of revision will contribute significantly to producing a high-quality publication that reflects well on both the students and the institution.

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Ben Archer is an experienced educator in the fields of career development, educational contexts and management. His expertise are in the fields of workforce development, educational attainment and lifelong learning. Ben's research interests are centred on how education can impact work outcomes in geographically diverse areas.

# LINKING UP STUDENT AND ACADEMIC VOICES: REUNITING HIGHER EDUCATION AND THE PUBLIC SPHERE THROUGH OER

La Trobe University

Dr Nikita Vanderbyl; Dr Katherine Ellinghaus; Dr Emma Robertson; Steven Chang; Clare O'Hanlon; and Nicole Gammie

## Overview

This case study reflects on an open education practices (OEP) pilot project situated in a third-year history capstone course at La Trobe University: Making History: Communicating the Past ([HIS3MHI](#)). The project unites the voices of students and academics in showcasing Australian history for a general audience by using OER to publish multimodal student assessments. This generated a collection of historical writing that bridges the divide between the academic world and public history. We were inspired by projects implementing renewable assignments through student-generated OER (Fatayer & Tualaulelei, 2023).

An initial selection of student works were transformed into OER content, culminating in the first version of the open textbook [Making Public Histories: Australian History Beyond the University](#) (2023). We used an iterative publishing model to generate a second version combining chapters from professional historians (published 2024) with student work (published 2025) (See Table 1 for details).

**Table 1: Summary of content added to the OER between 2022-2025**

Version 1	Version 2
<ul style="list-style-type: none"><li>• 5 student-authored chapters from 2022 cohort featuring four formats:<ul style="list-style-type: none"><li>◦ Podcasts</li><li>◦ Exhibition display</li><li>◦ Wikipedia entry</li><li>◦ Illustrated essay</li></ul></li><li>• Dedicated 'how to' chapter navigating open licensing, copyright, accessibility, and attribution</li></ul>	<ul style="list-style-type: none"><li>• 6 additional chapters by historians covering key themes from within the HIS3MHI course</li><li>• 8 student-authored chapters from 2023 cohort</li></ul>

We designed this “living textbook” to explore diverse digital mediums, uphold the high ethical standards expected of professional historians, and to recognise the importance of reflection for learning. The OER acts as a first step towards truly renewable assignments, as exemplified by the [Motivation and Emotion](#) text



featuring 1500 student works published in Wikiversity (Neill, 2024). Our pilot project models important principles: these include reflective practices on the ethical dimensions of historical inquiry, collaborative methodologies, inclusive historical narratives, and engaging a broad audience.

Looking ahead, we outline how our project has unlocked possibilities for deepening integration between OER development and authentic assessment, forging partnerships with history associations and community heritage organisations, enhancing student employability, and strengthening student engagement. We conclude with recommendations for fellow open practitioners who want to create student-generated OER and living texts.

## Using this case study

This chapter provides an overview of how renewable assignments can be openly published as a 'living textbook'. After reading this chapter:

- Academic staff will: Develop awareness of the benefits and process for facilitating quality student authentic assessments to be published as an OER.
- Library staff will: Learn strategies and techniques for working with students and academics to publish high quality student created content.

## Origins

In 2021, the Open Education Program of [La Trobe eBureau](#) (an in-house online publishing initiative) sought expressions of interest in trialling student-generated OER initiatives. Dr Nikita Vanderbyl, Lecturer in History, and Clare O'Hanlon, Senior Learning Librarian, shared an enthusiasm for open education and public history. This sparked the idea for an OER to be created in collaboration with students in Nikita's third-year undergraduate subject, HIS3MHI, and to be published iteratively with subsequent cohorts. Students would be both co-creators and the intended users of the text.



Figure 1: “Front cover of the OER Making Public Histories: Australian History Beyond the University”, by Sebastian Kainey, licensed under [CC-BY-4.0](#). [[Go to image description](#)]

## Why OER?

This student-generated OER model complements the focus of HIS3MHI on preparing students for professional, ethical practice as historians. Students undertake a large independent research project on a topic of their choice and communicate their findings to a public audience using digital media, for example [podcasts](#). Open pedagogy approaches were a natural fit for the subject’s focus on communicating to the public.

The work students generate for assessment often leads to the creation of sophisticated artefacts of Australian history. These are potentially valuable to public communities beyond the university, but largely remain “disposable assignments” unless converted into renewable ones in the form of OERs (Wiley and Hilton, 2018). Renewable assignments are student works that “won’t be discarded at the end of the process but will instead add value to the world in some way” (Wiley, 2016). This gives these works meaning

beyond the university: in the words of one student co-author [Thomas Amos](#), “it breathed new life into my assignment”.

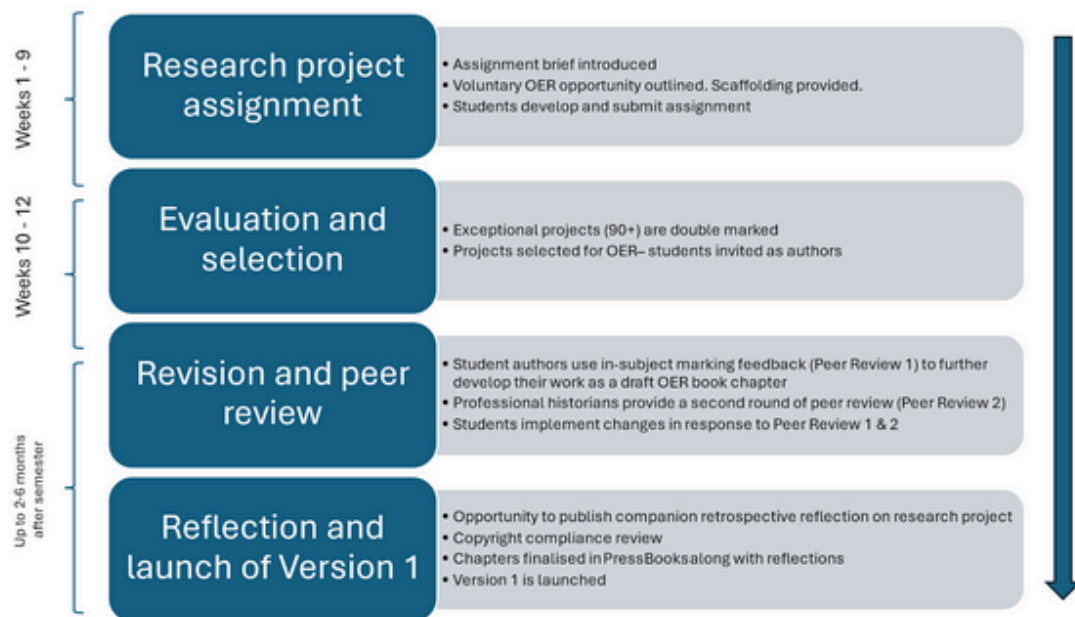


Figure 2: “Four sequential phases for developing Version 1 of Making Public Histories”, by Steven Chang, licensed under [CC-BY-4.0](#). [\[Go to image description\]](#)

This OER project gave undergraduate students the opportunity to experience real-life publishing and engage in feedback literacies involved in responding to peer review. Diverse chapters were generated covering many themes within Australian history. This open content is relevant to several diverse audiences: future cohorts studying the subject, postgraduate history students, schoolteachers, the public, and professional historians.

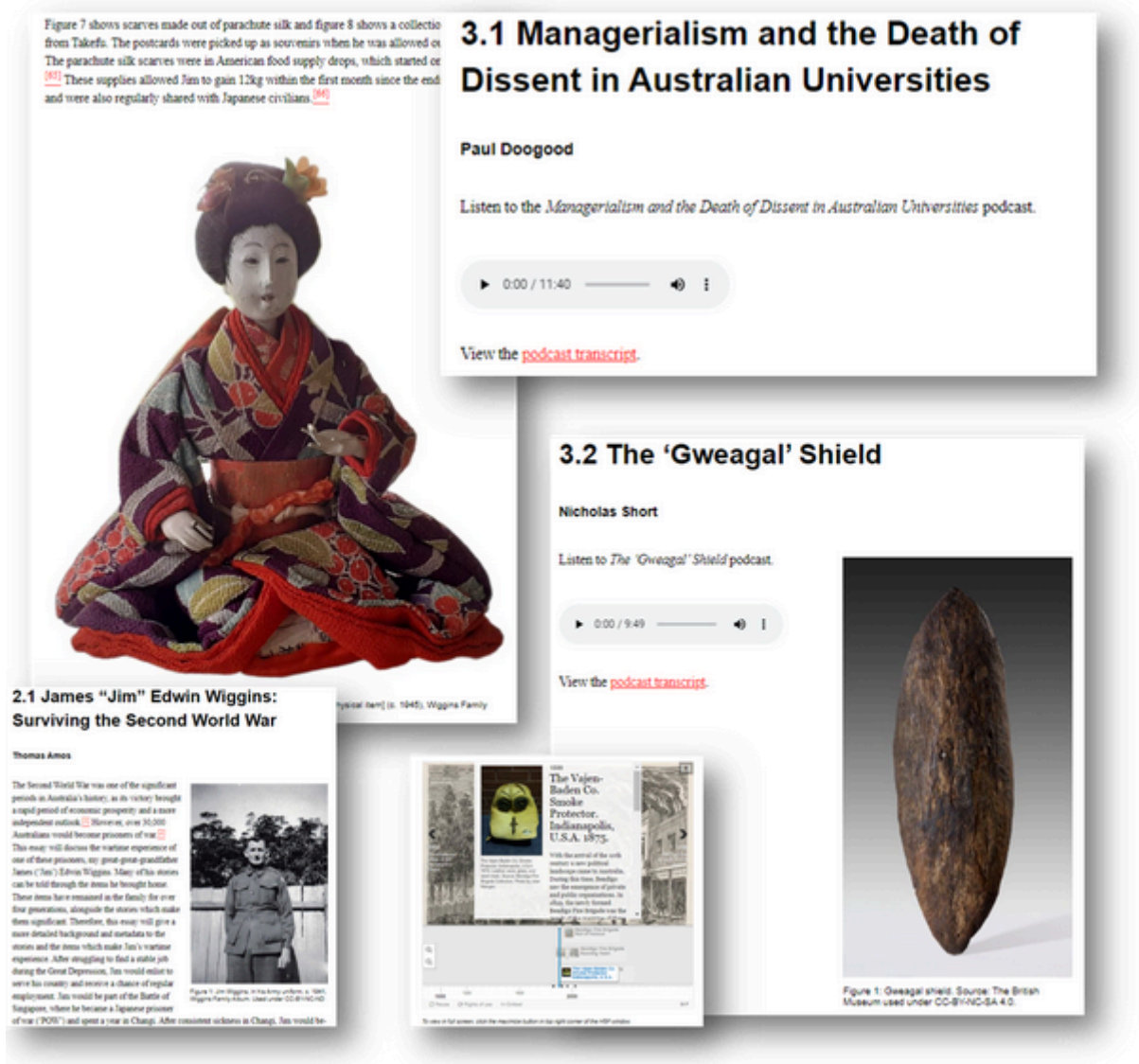


Figure 3: "Student-generated contributions to the OER Making Public Histories, using a diverse range of digital mediums:, by Madeleine Gome, Thomas Amos, Nicholas Short and Paul Doogood, licensed under [CC-BY-4.0](#). [[Go to image description](#)]

## Forming a collaborative network beyond traditional boundaries

Our ongoing project-based collaboration shares features with the Third Space framework (Whitchurch, 2012) in modelling integrated ways of working that go beyond traditional university department boundaries.

We created a small academic-professional staff ecosystem (illustrated by Figure 4) of mutual learning processes, enabling students to engage with a variety of practitioners from inside the subject, adjacent to it, and beyond the university. The role of external practitioners as peer reviewers in our collaborative network represents a modest step towards the adapted OER development model articulated by Fatayer and Tualualelei (2023) (illustrated by Figure 5).

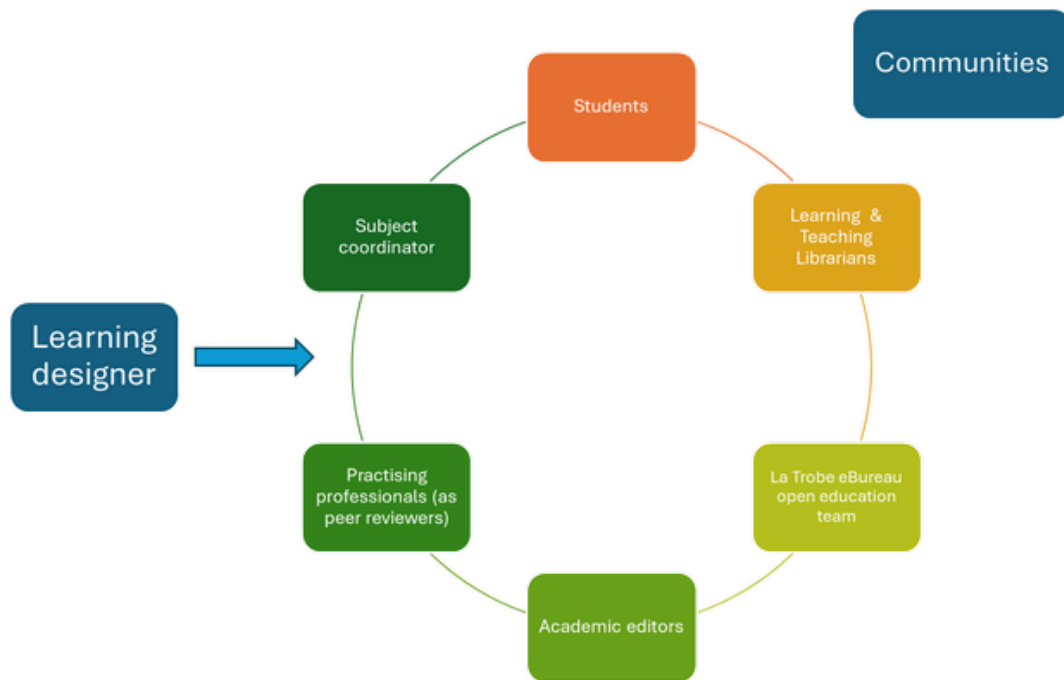


Figure 4: “Students engage with diverse project stakeholders in a way that reflects authentic workplace and community practices that they face as emerging professionals. The blue boxes indicate aspirational stakeholders for future iterations of the project” by Steven Chang, licensed under [CC-BY-4.0](#). [[Go to image description](#)]

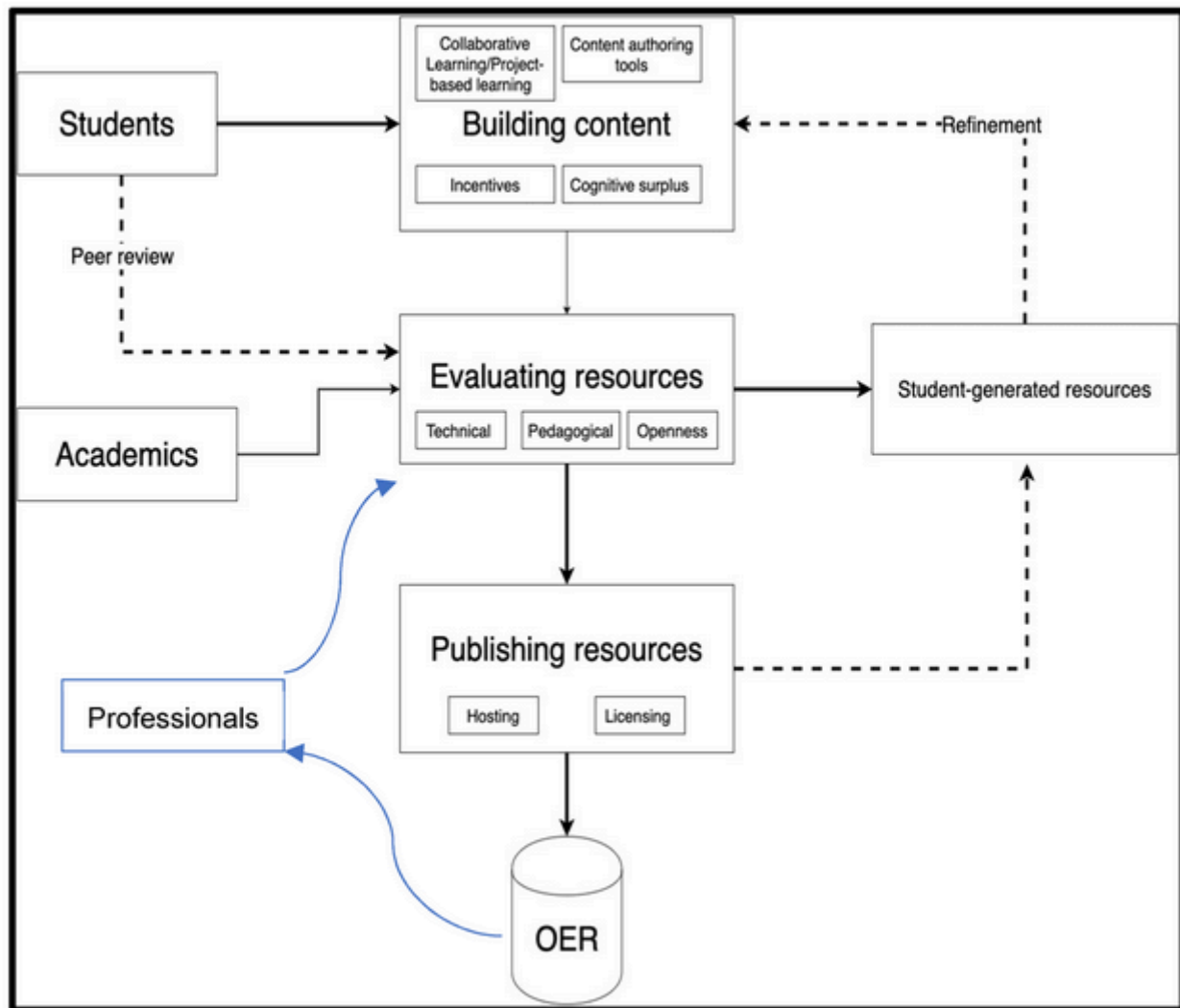


Figure 5: “Adapted OER development model, Figure 2” by Mais Fatayer and Eseta Tualualelei, licensed under a [CC-BY-4.0](#). [[Go to image description](#)]

Working in a team across departments was rewarding and generated cross-disciplinary knowledge needed for Third Space projects like ours to flourish. For example, library staff (O'Hanlon) connected academic staff (Vanderbyl) with timely Council of Australian University Librarians (CAUL) [OER Collective](#) initiatives. Clare and Nikita enrolled together in the 2022 CAUL OER [Professional Development program](#) and fed their newly acquired practical skills back into the project. Similarly, academic staff highlighted grant and award opportunities from the History and Heritage sector. This informed a broader La Trobe eBureau paradigm shift to better align its open education program with academic reward and recognition systems.

## Roles, responsibilities, and processes

As the original designers of HIS3MHI, historians Kat Ellinghaus and Emma Robertson joined Vanderbyl to form the academic editorial team, to curate and review student content for version 1. They were

supported by Steven Chang and Sebastian Kainey, La Trobe eBureau staff with expertise in open pedagogy and OER development.

The first cohort of students in 2021 were self-nominating. Subsequently this has been refined with an Expression of Interest (EOI) process implemented by Nicole Gammie (Library Learning Service). Students continue to choose their own topics and utilise one of four formats: podcast, exhibition display, Wikipedia page, or illustrated essay.

In version 1, Library Learning Services staff provided scaffolded support and wrote a [dedicated chapter](#) in the OER to help students navigate open licensing, copyright, accessibility, and attribution. The University Copyright Advisor added expertise to the project by conducting final copyright compliance reviews. The open education team placed nominated assessment works into a web-ready format using an open book publishing tool ([Pressbooks](#)) and liaised with practising professionals outside the university to involve them as peer reviewers.

Work on version 2 began in 2023, adding the voices of professional historians for the first time. A call for new chapters was circulated to public history networks and specified certain criteria to ensure strong alignment between this new content and the subject's weekly topics. This phase of the project also invited a second cycle of students-as-authors.

## Project outcomes

The first version, *Making Public Histories: Australian History Beyond the University*, edited by Vanderbyl, Ellinghaus, and O'Hanlon, was published by the La Trobe eBureau in February 2023.

Developing this OER has met student need for resources that act as both inspiration and exemplars demonstrating HIS3MHI's assessment requirements. Current and future students can see a research project path to follow from those who have gone before. These artefacts can be used to develop future students' evaluative judgement, an increasingly valuable capability to make decisions about the quality of work of oneself and others, as outlined by Tai et al (2017).

This body of work expresses the voices of current and future historians. An important outcome from the chapters authored by professional historians is to strengthen the connection between history practiced in Australian universities and public history more broadly. The reflective pieces written by each student ([appending their research projects](#)) discuss how their historical research impacts the world outside the university. Students reap the benefits of this modelling as they develop their own identities as emerging practitioners.

A local outcome is that this project was spotlighted as part of La Trobe University's Learning and Teaching Keynote on the theme of Students as Partners in October 2023. Reception outside La Trobe University has also been positive. Since publication of version 1 (October 2023), the textbook has been accessed over



4,000 times by 954 visitors. Version 2 was published in December 2024, accessible through the version 1 link.

## Reflections on our project

### Open practices cultivate professional identities

The core idea of this capstone subject has always been to encourage students to think about themselves as historians, instead of being a student writing about history. This includes inhabiting the role of the historian through different genres and media used to create their research project. The ethical questions students face in the process are captured in reflective writing accompanying each research project. Publishing these as part of the OER publicly demonstrates students' metacognitive capabilities to engage in reflective practices and model this approach for future cohorts.

We ask students to think about what embodying the identity of 'historian' means. We encourage them to reflect on their positionality: who are they in relation to their topic? This emphasis is reflected in peer review feedback which indicated more could be done to put the text's claims about diversity and inclusion into practice. We responded to this by publishing student biographies to better recognise their positionality as authors.

Open publishing enables questions like: what does it mean to write for an open audience, and not just for teaching staff? This is a weighty question for our students who chose topical areas like histories of [previous attempts to set up a Voice to Parliament](#).

This example, by 2021 student Madeleine Gome, demonstrates the kind of reflections on both medium and accessibility, enabled by open publishing practices:

“...I knew there is a relative scarcity of academic writing on First Nations’ activism in the early 20th Century, and what has been written is often kept behind a paywall. I chose to write a Wikipedia-style article because this format is synonymous with succinct, easily understandable information.”<sup>1</sup>

Capstone research projects provide students an opportunity to put into practice the skills gathered across their whole degree, as they transition to the workplace. Real world authentic practices, such as engaging with copyright, peer review, and other aspects related to the rigour of academic publishing, introduces stakes for students while remaining safe. This OER is a publication students can show future employers as part of an e-portfolio demonstrating these accumulated professional capabilities. Table 2 demonstrates the diverse ways that OER development practices align with common graduate capabilities.



**Table 2: mapping OER development activities against graduate capabilities**

OER development phase	Graduate capabilities	General capabilities
Writing author proposal	Communication; Inquiry and analysis	Ideation and project design; autonomous decision-making
Drafting manuscript	Discipline knowledge and skills; Communication	Writing and communication; project management
Checking copyright compliance	Personal and professional	Creative rights literacies; attribution & citation
Responding to peer review	Communication; Personal and professional	Evaluative judgement; shared collaboration; feedback literacy
Responding to copyedits	Personal and professional	Feedback literacy; evaluative judgement
Accessibility review	Communication	Universal design for learning; communicating to diverse communities
Publishing/promoting book	Personal and professional	Advocacy; stakeholder engagement
Assessing impact	Personal and professional	Evaluation, quantitative research, qualitative research

## Key challenges: students as co-creators

Publishing student work alongside that of professional historians, as we did in version 2, is an opportunity to break down hierarchies and demonstrate the potential of teaching approaches that recognise students as partners in learning and co-creators of meaning/knowledge (Fedoruk et al. 2021).

## Aligning OER development models for student authors

This dynamic posed unusual dilemmas for the La Trobe eBureau, an open textbook program founded on the assumption that all authors are teaching academics. Given that its OER production infrastructure is designed with “conventional” academic-authored OERs in mind, this generated many questions like:

*Are conventional academic peer review processes the right fit, given that academics and students aren’t formally peers?*

It is a seemingly complex ‘can of worms’ question at first glance. However, engaging in reflective practices reminded us of our guiding principles of authentic learning, which led us to a surprisingly simple answer:

*If the goal is to cultivate students’ identities as emerging scholars through authentic practice, then the most authentic approach is to not treat them differently than from academics.” (e.g., full peer review process)*

Nevertheless, scaffolding is still important to develop students as open practitioners in the same way that OER PD supports academics. To support this, we [created dedicated resources](#) to explain the benefits and considerations involved in OER development to students.

Another significant challenge is that highly structured conventional OER production workflows are designed primarily for robust quality assurance and do not lend themselves to short turnarounds inside the bounds of a semester. This means a significant portion of student participation in OER development is extracurricular, with challenges of staying in contact with students after they have graduated or completed the subject. It also makes it difficult to holistically integrate the OER development model with assessment design, which is a key goal moving forward (see Figure 6 for our future directions).



Figure 6: “Three-stage plan for closer integration of OER development into assessment design”, by Steven Chang, licensed under [CC-BY-4.0](#). [[Go to image description](#)]

Furthermore, in terms of evaluating the OER, indicators of success are quite different from conventional open textbook publishing projects where the focus is on the number of adoptions, web engagement analytics, and student confidence in understanding content. Approaches for evaluating student-generated OER projects are more likely to incorporate assessment-related indicators such as increased student engagement with assessment and a higher standard of assessment work.

This has been a valuable lesson in the importance of matching open pedagogies with fit-for-purpose open technologies. [Open Journal Systems](#) is currently being investigated as an alternative option to create a “student journal” OER model that is light, fast, flexible, and gives subject coordinators direct control of the publishing system.

This is a brief summation of complex deliberations, but one of the main lessons here was to keep the spotlight on learning and teaching goals as a guiding principle. Other elements such as OER development and associated technologies should follow from this. It is easy to lose sight of this when thinking that OER production is the end goal, rather than a means to a greater end (namely, learning and teaching priorities).

## In practice

Concluding recommendations for practitioners:

- Create collaborative Third Spaces for cultivating cross-disciplinary OEP teams that work across conventional professional-academic silos to foster mutual learning.
- Identify capstone subjects as spaces for piloting student-generated OER projects, as there is strong synergy with priorities such as authentic assessment, professional identity development, public communication, stakeholder engagement, research project artefacts, and evaluative judgement.
- For sustained OER projects over time, prioritise governance – such as establishing clear project roles, responsibilities, lines of communication, and expectations.
- Create significant time and space for planning how student-generated OER models might be integrated with assessment design.
- Provide [scaffolding resources](#) to develop students as open practitioners
- Continuously ask whether the relationship between your open pedagogies and open technologies is fit-for-purpose – of the two elements, learning and teaching goals should almost always take precedence as the guiding principle.

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## Image descriptions

Figure 1: Front cover of the OER Making Public Histories: Australian History Beyond the University

Front cover of the OER Making Public Histories: Australian History Beyond the University. It features a green, stylistically pixelated filter over an image of a building with an arch.

[\[Return to Figure 1\]](#)

Figure 2: Four sequential phases for developing Version 1 of Making Public Histories

Overview of four sequential phases for the development of the Making Public Histories ebook in descending order. Phase 1: research project assignment. Phase 2: Evaluation and selection. Phase 3: Revision and peer review. Phase 4: Reflection and launch of version 1.

[\[Return to Figure 2\]](#)

Figure 3: Student-generated contributions to the OER Making Public Histories, using a diverse range of digital mediums

A collection of snapshots from student-generated contributions to the OER Making Public Histories, using a diverse range of digital mediums including podcasts and illustrated photo essays.

[\[Return to Figure 3\]](#)

Figure 4: Students engage with diverse project stakeholders in a way that reflects authentic workplace and community practices that they face as emerging professionals. The blue boxes indicate aspirational stakeholders for future iterations of the project

A circular diagram illustrates how students engage with a diverse range of stakeholders such as librarians, peer reviewers, and academic editors. Three groups for future inclusion are learning designers, industry professionals, and broader communities beyond the university.

[\[Return to Figure 4\]](#)

Figure 5: Adapted OER development model articulated by Fatayer and Tualaulelei (2023), where practising professionals are recruited from outside the university to support OER evaluation and, in turn, receive quality OER that support professional practice

A process diagram illustrating a model of OER development where practising professionals are recruited from outside the university to support OER evaluation and, in turn, receive quality OER that support professional practice.

[\[Return to Figure 5\]](#)

Figure 6: Three-stage plan for closer integration of OER development into assessment design

A three-stage diagram showing models v1 and v2 as ascending steps progressing the integration of OER development with assessment design towards the highest peak: model v3.

[\[Return to Figure 6\]](#)

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Nikita Vanderbyl is an historian and art historian whose research focuses on Australian Aboriginal art and colonial history. She has written on Wurundjeri Woi-wurrung leader William Barak as well as legacies of British slavery in Australia. She has taught interdisciplinary history and humanities subjects. Her research can be found in *Australian Historical Studies*, *Aboriginal History*, *The La Trobe Journal*, *Agora* and on the *Conversation*. She also writes a semi-regular newsletter of art criticism: <https://nikitavanderbyl.substack.com>.



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Emma Robertson is an Associate Professor of History at La Trobe University, where she is based at the Bendigo campus on unceded Djaara Country. Emma's research focuses on gender, labour, food and cultural histories of Britain and the British Empire. She is the author of *Chocolate, Women and Empire: A Social and Cultural History* (2009), co-author of *Rhythms of Labour: Music at Work in Britain* (2013) and co-author of *The BBC World Service: Overseas Broadcasting, 1932-2018*. Emma has previously published on supporting student creativity through international study tours, and on increasing learner autonomy through public history assessments.





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<https://figshare.com/authors/wd/4605358>

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# COLLABORATION

# LIBRARY-LED INITIATIVES: COLLABORATIONS TO INTEGRATE OER IN NEW VETERINARY SCIENCE COURSES

Southern Cross University

Melissa Cuschieri and Jenny Luethi

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## Overview

This chapter delves into the collaborative efforts of two academic librarians at Southern Cross University (SCU) to integrate Open Educational Resources (OER) and other freely accessible materials into new veterinary medicine and technology courses. Drawing inspiration from the success of OER adoption in [SCU's Bachelor of Psychological Science program](#), we embarked on a proactive advocacy journey. We explored the significance of OERs and Zero Textbook Cost (ZTC) courses in ensuring inclusive access, particularly within SCU's innovative education framework: the Southern Cross Model. With SCU's ['Teaching and Learning Procedures'](#) and the ['Library Collection Policy'](#) both endorsing open access content, specifically OERs, this chapter underscores the fundamental role of library advocacy in promoting equitable access to educational resources and fostering collaborative learning environments.

The announcement of two new courses in veterinary science opened the door to explore new avenues and actively advocate for OERs and other open resources before the courses were launched. Instead of the usual approach of retrospectively replacing traditional textbooks, we proactively began compiling a list of OERs and alternative resources even before the courses were developed or written. This initiative led to collaboration with the course design, planning, and writing team. With the Bachelor of Veterinary Technology (BVetTech) expected to commence in 2025 and the Bachelor of Veterinary Medicine (BVetMed) planned for 2026, this ongoing collaboration has provided valuable insights and experiences.

Since June 2023, when the new courses were first announced, our journey has been marked by a mixture of ups and downs, highlights and challenges, excitement and worries. These experiences are all integral to this case study and the project's outcome. They highlight areas for improvement along with our successes. Most importantly, our journey has the potential to serve as a beacon for future library collaborations in selecting student resources, paving the way for a local repository filled with high-quality OERs mapped to subject areas and learning outcomes.

## Using this case study

This case study is useful to explore how proactive collaboration between librarians and course designers can drive the successful integration of OERs into new university courses. By mapping OERs to course units before their development, this case highlights the challenges in resource gaps and stakeholder identification. It also illustrates the benefits of cost savings for students and the university, as well as refined curriculum design. These insights can guide future initiatives in creating equitable access to educational materials, fostering a collaborative and forward-thinking academic environment.

## Key stakeholders

The journey began as an idea in the entrepreneurial minds of two SCU librarians, Melissa and Jenny, inspired by the ZTC story detailed in this book: [Pioneering Disruptive Change to Create a Zero Textbook Cost \(ZTC\) Course](#). While many universities place veterinary science courses within their health portfolio, the new courses at SCU were assigned to the Faculty of Science and Engineering (FSE). This decision was largely influenced by the expertise and experience of the newly appointed Executive Dean of FSE, Professor Jon Hill.

At the start of our journey, we had no stakeholders to contact or collaborate with, or at least we didn't yet know about them. It took several attempts to identify the people involved in designing the curriculum and writing unit content. Initially, all we had to go by was a proposed list of units for each course. This provided just enough information to get started and begin our search for resources.

At this early stage of course development, only three people had been appointed to the curriculum design team. Fortunately, they were very receptive to our idea and welcomed collaboration. Monthly meetings were scheduled, where everyone provided updates and asked questions. Granular curriculum documents were shared with us, including Course Learning Outcomes and 40 learning themes, detailing how each theme aligns with each module, unit, and the entire course. Once it became clear that the BVetTech would be rolled out before the BVetMed, our focus shifted to working with the planner and unit writer for the BVetTech course and we began mapping resources in more detail to individual units and modules.

It soon became evident that there were gaps and that OERs and other openly accessible resources would not cover all themes and learning objectives. This realisation led to internal collaboration with the library

subscriptions team to set up database trials. We also purchased print copies of two primary textbooks used for veterinary science education. Scanned excerpts of these textbooks can be provided in student reading lists (in compliance with usual copyright laws).

We have mentioned several stakeholders in this section, however, the core stakeholders of this project are the future students, and our main consideration is the financial relief this initiative could bring to them.

An example list of Veterinary Science themes is presented in Figure 1 below.

<b>1</b>	<b>Animal body structure and function</b>
<b>2</b>	<b>Biological principles</b>
<b>3</b>	<b>Pathophysiology</b>
<b>4</b>	<b>Veterinary pathogens &amp; infectious disease</b>
<b>5</b>	<b>Disease control and prevention &amp; biosecurity</b>
<b>6</b>	<b>Epidemiology</b>
<b>7</b>	<b>Common and endemic infectious diseases (Aus and NZ)</b>
<b>8</b>	<b>Transboundary/exotic diseases and emerging/re-emerging diseases</b>
<b>9</b>	<b>Zoonoses &amp; OneHealth</b>
<b>10</b>	<b>Food hygiene and safety &amp; public health</b>
<b>11</b>	<b>Animal behaviour &amp; welfare</b>
<b>12</b>	<b>Animal handling, husbandry, and management</b>
<b>13</b>	<b>Animal nutrition and feeding</b>
<b>14</b>	<b>Animal reproduction and breeding</b>
<b>15</b>	<b>Clinical reasoning &amp; risk analysis</b>
<b>16</b>	<b>Evidence-based medicine</b>
<b>17</b>	<b>Physical examination</b>
<b>18</b>	<b>Diagnostic procedures</b>

Figure 1: Example list of Veterinary Science themes at Southern Cross University, created by the author, [CC-BY 4.0](#).  
[\[Go to Image description\]](#)

## Project description

At SCU, the teaching model is based on 6-week terms, called the [Southern Cross Model](#). Research indicates that the high cost of textbooks is financially crippling for students (Correa & Bozarth, 2023; Jenkins et al., 2020); especially for in shorter academic terms. Additionally, restrictive licensing conditions placed on digital textbooks by publishers make it difficult for the library to acquire prescribed textbooks for

students to access ethically and fairly. Recognising these obstacles and seeing an opportunity to advocate for the inclusion of OERs in a new course, we began mapping potential OERs to include in the new Veterinary Sciences courses.

This extensive mapping workbook began as a broad framework which simply aligned titles of existing OERs to the corresponding unit titles. As we received more detailed curriculum documents from the course developers, we were able to refine the mapping process and identify further resources. During the mapping process, the SCU [Open Resources library guide](#) was our go-to resource to locate platforms and curated collections to search for potential OERs.

The mapping workbook contains:

- Library guides from Australian universities that offer a veterinary science course
- A list of OER textbooks mapped to unit titles
- A curated A-Z list of OER textbooks
- A list of free or Creative Commons (CC) licensed videos
- A list of free or CC licensed images
- A list of free or CC licensed interactive content
- A list of recommended websites where relevant content can be freely obtained for educational purposes.

We also mapped subscription databases used by other universities offering veterinary science courses and used this information to collaborate with the curriculum team when determining which database trials SCU would undertake. While the workbook contains plenty of information relevant to the new courses, it is still very much a work in progress, as it will be developed further during the unit writing process.

A map of subscription databases is presented in Figure 2 below. [Click the image to enlarge]

## Outcomes

We will continue to map content and update our mapping workbook. We will also keep advocating and collaborating with internal and external stakeholders about this project to hopefully achieve our desired outcome – SCU’s second ZTC course.

## Learnings, challenges and recommendations

The hopeful integration of OERs into the veterinary science courses at SCU has highlighted key learnings and challenges. We discovered that faculty collaboration is essential for successful OER adoption, as is ongoing support and training for library staff to enhance capability to meet the unique challenges

integrating OER in university learning can bring. A significant challenge was the need for quality checking and assurance of freely accessible materials to ensure that they meet academic standards.

## Learnings

- Ongoing support and training
- Keep in regular contact with the key stakeholders (e.g. unit writers and course coordinators) and schedule regular meetings
- Utilise your network to locate other possible freely accessible resources. Contact other libraries, as we all know that librarians are always willing to help!
- The OER discussion has shifted from Why to How and What.

## Challenges

- Finding suitable OERs
- OERs lacking Australian content
- Identifying other suitable freely available resources
- Identifying the right stakeholders to engage in discussions
- Managing meetings and communications among busy work schedules and time pressures
- Encouraging and motivating unit writers and academic staff to invest time in OERs instead of opting for the 'easier' traditional textbook path (which will possibly remain an ongoing challenge)

## Recommendations

- Start your project as early in the course planning process as you possibly can
- Use and share the same document from the beginning in a shared local drive to prevent losing work and wasting time
- Do your best to gain insight into the course curriculum development process
- Encourage the academics to write or adapt an OER if there are little or no suitable OERs to match the course content
- Get out there, approach people and don't give up.

## Useful resources

- The authors gave a presentation at ALIA National 2024 titled Unlocking Knowledge: Promoting Open Educational Resources. [The presentation and resources are available in Southern Cross Universities Cross Connect research platform.](#)
- The [SCU Open Resources library guide](#) provides advice and information on Open Educational Resources and Open Access.

- We plan to make our final mapping workbook publicly available once it is complete and refined. Watch this space!

## Champion Statement

“Beginning a new undergraduate degree program is no small exploit on its own, let alone designing one where the primary source of educational reference material is open source. The time one can spend searching for up to date and fit for purpose open source resources is immense. Couple that with the already onerous task of designing a whole new curriculum it is almost unsustainable over the modest time frames we’re given.

To be able to have a library team take on the responsibility for identifying suitable open source reference materials makes the process much less stressful and manageable across the development phase of a new program. Being able to efficiently review resources that have already been filtered through specific criteria dramatically reduces the workload and assists in the selection of higher quality resources that are more likely to be fit for purpose. The assistance such a team provides is invaluable to academics who may be unfamiliar with the breadth of current data base licenses, volume of publications, and general level of access available to the university.”

**-Brett Smith, Program Co-ordinator: Veterinary Technology, and Senior Lecturer at Southern Cross University**

## In practice

Our main tip is to be brave and approach people. Reducing textbook costs for students should make sense to everyone. However, the current employment climate at universities has increased pressure on academics. At SCU, the transition to shorter terms in the Southern Cross model has further impacted already high workloads. Adopting an OER often requires re-writing or adapting parts of a unit to suit the new text. It’s therefore important to use an empathetic approach while still delivering a clear message about the benefits of accessibility and equity. For new courses, advocating for OERs at the beginning of the planning and writing stages of new units is advantageous, as unit content can then be written with the open resources in mind.

Another issue to consider is that academics can be sceptical about the quality of ‘free’ resources. It’s highly recommended you use a checklist to evaluate OERs and other open resources. Many



CC licensed OER checklists are available online. The University of Queensland has a [great example in their OER library guide](#). Engaging with critics by addressing common misconceptions is also effective. The [OER myth busting document](#) created by SCU librarians is an excellent resource for this.

Finally, having a library policy that reinforces a preference for OERs and other accessible and equitable resources is very powerful. Internal organisational policies and procedures that clearly signal the importance of open resources provide valuable assistance when advocating outside the library

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## Image descriptions

Figure 1: List of Veterinary Science themes in the SCU courses

A numbered list of some of the themes covered in the Southern Cross University Veterinary Science courses.

1. Animal body structure and function
2. Biological principles
3. Pathophysiology
4. Veterinary pathogens & infectious disease
5. Disease control and prevention & biosecurity
6. Epidemiology
7. Common and endemic infectious diseases (Aus and NZ)
8. Transboundary/exotic diseases and emerging/re-emerging diseases
9. Zoonoses & OneHealth
10. Food hygiene and safety & public health
11. Animal behaviour & welfare
12. Animal handling, husbandry, and management
13. Animal nutrition and feeding
14. Animal reproduction and breeding
15. Clinical reasoning & risk analysis
16. Evidence-based medicine
17. Physical examination
18. Diagnostic procedures

[\[Return to Figure 1\]](#)

Figure 2: Map of subscription databases at other Australian universities that offer a Veterinary Science course

The image presents a table titled “Key databases” with columns labeled “Uni” and abbreviations of various universities. It lists a variety of veterinary and scientific databases, as well as which universities have access to each. The universities mentioned include JCU (James Cook University), CSU (Charles Sturt University), UniMelb (University of Melbourne), Usyd (University of Sydney), Murdoch (Murdoch University), UniAdel (University of Adelaide), Fed (Federation University), WestSyd (Western Sydney University), Latrobe (La Trobe University), and UNE (University of New England).

Key databases in the list include:

- MIMS
- Vetstream Canis, Equis, Felis, Bovis
- MEDLINE
- PubMed
- Scopus
- WoS (Web of Science)
- AGRICOLA
- ScienceDirect
- CAS SciFinder-n
- Europe PMC
- CAB Abstracts
- BSAVA Library
- Embase
- Animal Behavior Abstracts
- Animal Health and Production Compendium
- FSTA (Food Science and Technology Abstracts)
- Kyoto Encyclopedia of Genes and Genomes
- SciQuest (NZVA)
- BIOSIS Previews
- Zoological Record
- ABARES
- ASFA (Aquatic Sciences and Fisheries Abstracts)
- MSD Veterinary Manual
- SAGE research methods
- CSIRO full journals
- Informit
- GreenFILE
- Waters and Oceans Worldwide
- Livestock library

- Veterinary Source
- Student compendium
- Biological science database
- ANR research archive
- Threatened species in Aus (ENDANGER)
- BioOne
- BioRxiv

Different universities are marked under each database, indicating their access to these resources.

[\[Return to Figure 2\]](#)

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## About the authors



Melissa Cuschieri

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Melissa Cuschieri is a Education and Research librarian supporting the Faculty of Science & Engineering at Southern Cross University (SCU), and has just lead a project to publish SCU's second OER titled Introduction to Business Law In Papua New Guinea. Melissa has worked at a public, health and academic libraries in the NT and NSW and first learned about Open Educational Resources since working at Southern Cross University. After realising the financial and equity benefits to students has since found and recommended hundreds of OERs to academics for various courses. The recent announcement of a new Veterinary Medicine course at Southern Cross University, created the opportunity to advocate and promote OERs to make this course as inclusive and equitable as possible from the outset.

Jenny Luethi

SOUTHERN CROSS UNIVERSITY

Jenny Luethi is an Education & Research Librarian at Southern Cross University. Her passion for inclusive and equitable access to knowledge has been nurtured throughout her Information Studies degree at CSU and her current role at SCU. In her still young career as a librarian, she has encountered great role models in OER advocacy, inspiring her to become one herself.

# PIONEERING DISRUPTIVE CHANGE TO CREATE A ZERO TEXTBOOK COST (ZTC) COURSE

Southern Cross University

Dr Desirée Kozlowski and Carlie Daley

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A warts-and-all account of what drove Southern Cross University to deliver Australia's first ZTC psychology course.

## Overview

The Bachelor of Psychological Science at Southern Cross University (SCU) is Australia's first zero textbook cost (ZTC) undergraduate psychology degree. This bold and disruptive initiative is a perfect case study of how an aspirational idea can progress to full adoption.

The ZTC degree was achieved by weaving together the threads of a zeitgeist, harnessing a passion for equity and access, bottom-up and top-down collaboration, and maximising the opportunities of an institution-wide academic model transformation.

The seeds for our initiative were planted in 2020 when a brand-new course coordinator, Dr Desirée Kozlowski, encountered a graduate who admitted they had never been able to afford a single textbook during their course. On the spot, Desirée decided to try to make a difference for all psychology students at Southern Cross University by removing paid textbooks from every undergraduate psychology unit.

Of course, the decision was the easy part; execution took almost three years, lots of persuasion, cajoling, determination, and diplomacy. After presenting the advantages, almost all academic staff supported the initiative, but many felt *their* unit should be the exception and be allowed to retain a commercial text.

Luckily, the transition aligned with the SCU librarians' move to promote OERs and the University's move toward encouraging their use institution-wide. A wonderful librarian champion, Ms Carlie Daley, offered intensive support to academics, unit by unit, until, from 2023, all undergraduate psychology units at SCU became fully ZTC. In this sense, the achievement was one of intense institutional collaboration.

Our social justice initiative will save 2024's commencing psychology students almost half a million dollars across their degree while also increasing the representation of diverse voices they encounter within the course material.

The innovation will be of particular benefit to SCU's regional student cohort, as regional students are known to be disproportionately affected by financial pressures.

## Using this case study

The ZTC degree initiative at Southern Cross University is attracting attention from other courses and institutions wishing to pursue this very innovative approach to equity and excellence. As such, this case study will be useful for any institution looking for practical tips to implement similar initiatives.

Let the revolution commence!

## Key stakeholders

Desirée's initial idea came 3-weeks into her new role as course coordinator of the Bachelor of Psychological Science at Southern Cross University. Desirée's social justice alarm bells went wild, and the idea of an entire ZTC degree was born.

Carlie, an SCU Liaison Librarian, very quickly emerged as an OER advocate to help make the vision a reality.

Carlie said Open Educational Resources (OERs) had been on the Library's radar for some time as it wrangled financial barriers created by academic publishers and sought to enable student access to free learning resources in a post-COVID world.

Library representatives, including Carlie, attended the ***QULOC OER Summer Institute*** event in 2020. This was a deep dive into the global OER advocacy movement with OER guru and US founder of the world's largest repository of OER texts, the [Open Textbook Library](#), David Ernst.

At this event, Desirée immediately sprung to mind as a potential OER champion and, in a sense, the rest was history in terms of Library involvement. Desirée had already been working to eliminate paid textbooks across the BPS undergraduate program, and the Library helped realise that vision by mapping OER texts to BPS units, using the Library's [special collection of OERs](#), and chatting with Unit Assessors one-on-one.

A move like this can't happen from the efforts of two people alone. Each unit must be adjusted, which also

involves reviewing or rewriting assessments in many cases. Thus, every unit assessor/convener needs to join the effort.

Luckily, the world was beginning to turn its mind to free, open educational resources at this time. As we worked our way through the project, more and more resources were coming on line.

In our case, the University was also completely transforming its teaching calendar and transitioning to a brand-new delivery model: The [Southern Cross Model](#). Part of that transition was ensuring contemporary curricula and authentic assessment, which included changes to the [Assessment, Teaching and Learning Procedures](#) listing OERs as the preferred option in the new academic model.

So, our move from expensive prescribed textbooks to more flexible, accessible options fitted that vision well, and our bold goal of achieving a ZTC course also gained support at the institutional level. We managed to hit upon the “...*sweet-spot of bottom-up practice and momentum as well as some high-level policy statements to provide an overriding narrative of what the particular institution wanted to do with OER texts.*” (Lambert & Fadel, p. 38, 2022). In this way, we wove together the threads of a zeitgeist.

## Background

Australian university students experience severe financial difficulties, and regional students suffer disproportionately. Over 64% of regional students are worried about their finances, and almost 1 in 5 go without food or necessities because they cannot afford them.

For caring educators, challenges like these can feel so enormous as to render us powerless. Desirée had certainly felt that frustration. She realised that the cost of traditional textbooks represented a particular burden on students already struggling and wanted to make a real difference to these students, to make academic success more achievable for those with the fewest advantages. Not by changing a unit or two – but in all the units in the undergraduate psychology degree.

## Project description

The ZTC project replaced traditional assigned textbooks in all 16 undergraduate psychology units at Southern Cross University with a range of contemporary resources accessible at no cost to students.

As course coordinator, Desirée first pitched the vision to the psychology academic team in April 2020 to garner support for the idea. The target roll-out date was January 2023. Carlie worked with academic staff to support them in sourcing suitable learning resources.

The goal was to replace every commercially published textbook. Although the aim was universal, each unit involved unique challenges, so committed creativity from the liaison librarian was essential to eventually fill all the gaps.



## Key outcomes

From 2023, the Bachelor of Psychological Science (BPS) at SCU has been ZTC to students. All core psychology units and those in the recommended major use a combination of OERs, freely available web resources, bespoke unit content, and online textbooks to which the University library subscribes.

This year's commencing students will save between \$2000 and \$4000 across their 3-year degree, representing a combined saving to students of hundreds of thousands of dollars.

Along the way, we discovered that this transformation not only addresses equity concerns but brings a range of other social justice benefits – because increasing the diversity of teaching resources can also amplify the representation of minority and traditionally disadvantaged groups.

The ZTC initiative is now enshrined as the default option in Southern Cross University [policy and procedures](#) so that even more students are benefitting from a reduced financial burden and more contemporary learning resources. Across the University, the use of prescribed textbooks has dropped by more than 50%, and the trend continues.

## Learnings and recommendations

Aiming for a complete ZTC course was an audacious move and may not be achievable in every case. For us, we did it (Yay!!!), but it was neither simple nor quick.

We learned that academic staff can simultaneously support the broad initiative and resist shedding the much-loved textbook for their own unit. We also learned that respectful, collegial leadership can keep an initiative moving forward despite resistance and challenges.

Our recommendations for others wanting to move on a project toward ZTC units and degrees:

- It needs an OER champion – someone who will keep the vision and re-enthuse the team when needed.
- It needs an OER advocate and takes collaboration – Carlie worked individually with each academic staff member to identify suitable resources for their subject and level.
- It is not one-for-one – our solutions often involved curating a collection of resources to replace a monolithic textbook.

## Champion statements

“I want to be open about the challenges of making this kind of bold move, but all those headaches meant nothing once we rolled out a completely ZTC degree to a cohort of regional students who will each save literally thousands of dollars. Perhaps the most exciting thing is that other courses and institutions are noticing. Asking for tips to do the same thing. It feels like starting a tiny social justice rebellion. And I’m all for that.”

— **Dr Desirée Kozlowski, Academic champion**

“This achievement has been the result of passion for knowledge access, values alignment, and lots of blatant opportunism (at least on my part). If you are a librarian, I recommend that you begin thinking of academic OER champions whose values click with yours, like Desirée, and you seek to exploit moments of change (e.g., COVID and the switch to a new academic model) in the best possible way to enact broader change. Being involved in supporting the BPS program to become ZTC has been one of the most satisfying achievements of my career as an academic librarian. Another key reflection is to understand that it’s a long game, and you need to keep planting seeds and water them over time.”

— **Ms Carlie Daley, Library champion**

## In practice

**Key tips for academic staff:** Stay strong. Keep the goal in mind. You’re fighting the good fight.

**Key tips as a librarian,** get very familiar with the OER texts that exist and keep abreast of new OER texts being published. You can do this by signing up for the [OEP Digest Monthly](#) to discover new Australian content that is being published each month. This will help you manage

expectations when you speak with academic staff about the potential for programs to go ZTC. For instance, there were OER options in psychology, but in some discipline areas, the OER content, particularly Australian content, is still very lean.

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## About the authors



Dr Desirée Kozlowski  
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Dr Desirée Kozlowski is an Associate Professor of Psychology and Chair of Southern Cross University's Academic Board. She delights in seeing students excel – especially those traditionally underrepresented in higher education. Her personal investment in promoting such outcomes imbues her teaching, mentoring, curriculum design at the unit, course, and Faculty level, and policy development. Desirée led the initiative that saw Southern Cross University's Bachelor of Psychological Science become Australia's first Zero Textbook Cost psychology course. That project will save each student thousands of dollars. She hopes this is just the start of a wider social justice revolution.

Carlie Daley  
SOUTHERN CROSS UNIVERSITY

Education & Research Librarian, Southern Cross University

# DEVELOPING OER AS IMPACTFUL EDUCATIONAL INTERVENTIONS

La Trobe University

Dr Julian Pakay and Steven Chang

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## In conversation

For an alternative way to take in this case study, hear one of the authors chat about their work on the Speaking of Open podcast.



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://oercollective.caul.edu.au/openedaustralasia/?p=1057#oembed-2>

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## Overview

This case study outlines our experience of discovering several unanticipated benefits of Open Educational Practices (OEP) to solve learning & teaching problems, attract grant funding, and cultivate academic career recognition. Our collaboration involved a cross-disciplinary team:

- 1 x biochemistry teaching academic
- 1 x open education specialist librarian (La Trobe eBureau)
- 1 x open education project officer (La Trobe eBureau).

Our project aimed to solve persistent difficulties that undergraduate students face for learning key concepts in biomedicine, biochemistry and related life sciences disciplines. Traditional textbooks have focused on comprehensiveness of content rather than tackling the root causes of learning and teaching problems. By contrast, the main idea driving our OE philosophy was to sharply focus on cultivating students' metacognitive thinking for confronting known learning barriers, including quantitative literacy and key threshold concepts.

Our journey began as a modest open education resource (OER) development project focused specifically on subjects taught at La Trobe University (LTU). Through experimentation, our reflective practices led us to encounters with a broader range of OEP benefits than we anticipated. We used these to transition away from a traditional didactic STEM education towards OER-enabled pedagogy, which included:

- cultivating students' emerging identities as practitioners
- designing authentic assessment
- enhancing teacher presence
- making difficult concepts accessible
- empowering student voice and representation.

We also demonstrate how academics and professional staff can collaborate as an integrated '**Third Space**' team to not only generate impactful OERs but create new shared ways of working in higher education that go beyond traditional university binary roles.

## Using this case study

This case study supports both academics and professionals (e.g. librarians/learning designers) and highlights how they can work together for mutual gains.

**Academics** can learn how to use OEP for:

- achieving career recognition, grants, and awards
- making difficult concepts accessible for students
- enhancing educator "presence"
- reducing student anxiety about learning barriers
- enabling students to 'see themselves' in learning materials as emerging professionals
- supporting the development of students' emerging professional identities
- broadening local impact into global solutions
- collaborating with professional staff to create new ways of working in the "**Third Space**".

**Librarians and learning designers** can learn how to:

- Advocate for OEP to raise the visibility of benefits to outweigh costs/time commitments
- Partner with academics to develop their open practitioner identity and capabilities
- Understand their professional role as 'critical friend' to drive shared reflective practice

- Recognise the power of their unique “**Third Space**” perspective for connecting the dots between disparate disciplines and university silos through open education projects.

## Core method: Planning OER as problem-focused interventions

Our project has generated two “primary” OERs in the form of open textbooks, targeting biomedicine and biochemistry students, published by the La Trobe eBureau:

[\*Foundations of Biomedical Science: Quantitative Literacy: Theory and Problems\*](#)

[\*Threshold Concepts in Biochemistry\*](#)



Figure 1: The two front covers of the primary OER outputs of this case study [[Go to image description](#)]

Both open textbooks are designed to act as educational interventions, meaning that they are designed to help support struggling students to navigate specific barriers. In designing these it was necessary to adopt a [problem-focused approach](#) informed by “backwards design” where outcomes are the starting point of OER ideation (Elder, 2019). Lived teaching experience acted as a driver for us to reflect and systematically define, explore, and research the problem before rushing into OER development. This process identified

that students struggled with both quantitative literacy (maths) and were falling behind in biochemistry because they never properly grasped the fundamental concepts.

## Building strong foundations through clear purpose (Example 1)

For planning our first OER, [\*Foundations of Biomedical Science\*](#), we used the following methods to understand the problem systematically:

- practical classroom observation
- analysis of common student errors (known as diagnostic testing)
- an extensive literature review on quantitative literacy education
- consulting learning & teaching stakeholders in the discipline
- development of a first-year subject focused on quantitative literacy (Foundations of Biomedical Science)

These efforts paid off, as the value of identifying the nature and scope of the problem later ended up outweighing the time invested. This demonstrated that patient planning leads to developing a strong purpose for the OER project.

Our extensive diagnostic testing (Pakay et al., 2019) informed us that many students:

- suffer from maths anxiety, often connected to early learning experiences.
- exhibit avoidance behaviour towards subjects with a maths component.
- lose marks associated with any maths-related assessment because of avoidance.
- can perform abstract maths problems but struggle with applied, worded problems requiring the same operations.

It was clear that a traditional maths textbook was insufficient for solving this problem. Instead, we needed a text that provided problems in a discipline-specific context. We hypothesised that if we explicitly provided meaningful authentic context for maths, this would decrease maths avoidance as students would recognise these skills as integral to future professional practice.

Our ideation led us to another key purpose for the OER: broadening how educators can support quantitative literacy across biological disciplines that share conceptual overlap. By widening the target audience, we increased the utility of the OER to support both commencing students and students at any level requiring a remedial resource. Consequently, the text is now used to support diverse teaching across disciplines, including both a generalist first-year biology subject and biochemistry students from second-year through to Masters.



## Building strong foundations through clear purpose (Example 2)

In the case of our second open textbook, *Threshold Concepts in Biochemistry*, it was again fruitful to plan the OER project based on careful scoping of the problem.

Our methods for scoping the problem included:

- reflecting on practical problems identified in classroom teaching
- searching the biochemistry education literature (Wright et al., 2009, Tansey et al., 2013)
- consulting guidelines/recommendations by professional discipline organisations
- recognising the large-scale nature of this problem (beyond our university)
- mapping practical classroom reflections against barriers identified by literature search

From this, we learnt that many students struggle with a series of fundamental barriers:

- the initial abstract nature of biochemistry
- ideas that seem disconnected but only coalesce when introductory courses conclude
- information overload from traditional textbooks that are information-dense and intimidating to read (average of 900 pages, weighing close to 3 kg!)
- didactic approaches that dominate many introductory biochemistry courses

The widespread nature of this problem made an open textbook the ideal solution due to its permissive licensing for use by all institutions across the globe. Recommendations made by the American Society for Biochemistry and Molecular Biology (Loertscher et al., 2014) suggested a switch to concepts-driven instruction and skills. They provided an inventory of key “threshold concepts” for the discipline, which are defined as concepts that often present a major barrier to learning and progressing in biochemistry, but once mastered allow a transformative shift in a student’s understanding and allow connection of prior and new knowledge in more sophisticated ways.

Scoping the problem this way created a clear project goal for us: create an accessibly compact OER that provides a concept-driven overview of biochemistry by focusing on the identified threshold concepts and how they relate to one another.

## Getting started: finding time is about motivation

Academics are often aware of teaching resource gaps but are under immense time pressures from competing priorities. Ultimately, passion alone is not enough and weighing up costs-to-benefits is often needed to proceed. Decisions about time commitments are usually determined by motivation and priorities. This is often driven by a mix of intrinsic personal motivations and incentive-based extrinsic motivation (Herbert et al, 2023; Nagashima and Harch, 2021). In a time-scarce environment, this

motivation must come from a judgement that the future benefits of an open education project idea will outweigh the costs in that given situation (see Figure 2).

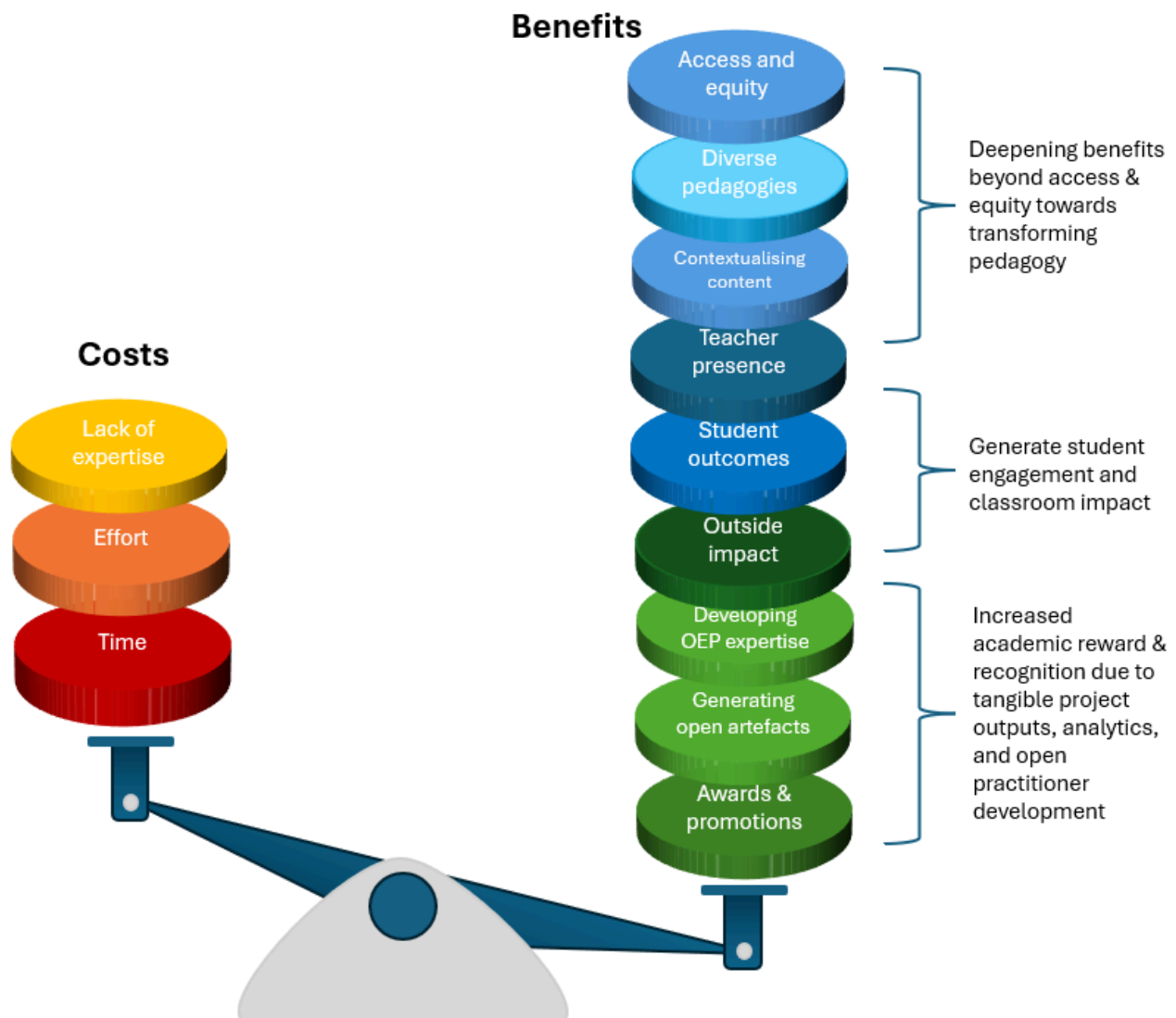


Figure 2. A representation of a cost-benefit consideration that can drive the impetus for OER development [[Go to image description](#)]

In our situation, the motivation came from taking a broader view that identified OER benefits beyond access & equity. Learning about OER-enabled pedagogy (Wiley & Hilton, 2018) opened up the full range of OER capabilities to us, and we realised that open textbooks in STEM can be more ambitious than just being free of cost. Making this connection changed the equation for us: the benefits began to outweigh the barriers (see Figure 2). An important part of this was recognising that OER projects are not necessarily a new burden on workloads, as long as they are designed in a way that purposefully enriches and maximises the impact of work already being done by educators.

The problem of scarce time, effort, and OEP expertise was drastically minimised through collaboration with the La Trobe eBureau, who provided open education expertise. We worked together to explore OER-powered creative solutions, which then leveraged [significant post-publication benefits](#).

## Importance of professional staff for 'critical friend' roles

Our collaboration highlighted how professional open education experts can play a key role as “critical friend” who can integrate different ideas, connect theory and practice, and challenge assumptions about how OERs work. This framing can help professional staff to understand they can make decisive contributions with connective, communicative, and capability-building value.

We achieved this by cultivating a sustained ‘Third Space’ way of working where academic expertise merged with professional experience, driving the project throughout its lifecycle (Whitchurch, 2012). Who better to play the role of “critical friend” than a professional librarian with experience overseeing and collaborating on open projects?

Key elements of this role were:

- providing critical appraisal of project ideation
- connecting the dots between learning & teaching priorities and OEP
- guiding academics through key considerations for OEP projects
- reducing overwhelm by simplifying technical and copyright matters
- drawing expertise from the broader Australasian OEP community into the project
- driving continuous shared reflective practice.

An example of this is our successful application for a 2022 Council of Australian University Librarians (CAUL) [grant](#), which made *Threshold Concepts in Biochemistry* possible. Professional staff experience helped us harness the grant criteria (such as inclusion of AU / NZ content) as an ideation tool, rather than treating them only as formal requirements to be fulfilled. This combined with academic knowledge of real-world Australian case studies in STEM to create locally relevant examples so students could relate to the OER better.

## A ‘live’ adaptive OEP model

From our experience the best outcomes come from highly iterative OER development. In this process, new teaching knowledge and interventions are flexibly implemented, evaluated, and fed back ‘live’ into the open textbook (see Figure 3). This also enables rapid responses to student feedback.

Our approach is non-linear in nature, which begins with teaching experience, iterates, and returns full circle as the driving force of OER development. This is a significant departure from a common (but self-limiting) object-centric production output approach where publishing the OER is a static endpoint and little consideration is given to continuously integrating teaching practices.

Our adaptive OEP model supports more sustained work over time, as it fluidly interacts with the broader scholarly environment. This enables outcomes such as winning grant applications, awards, and publishing

secondary open artefact outputs. All these things generate further motivation for developing and expanding the project and its impacts.

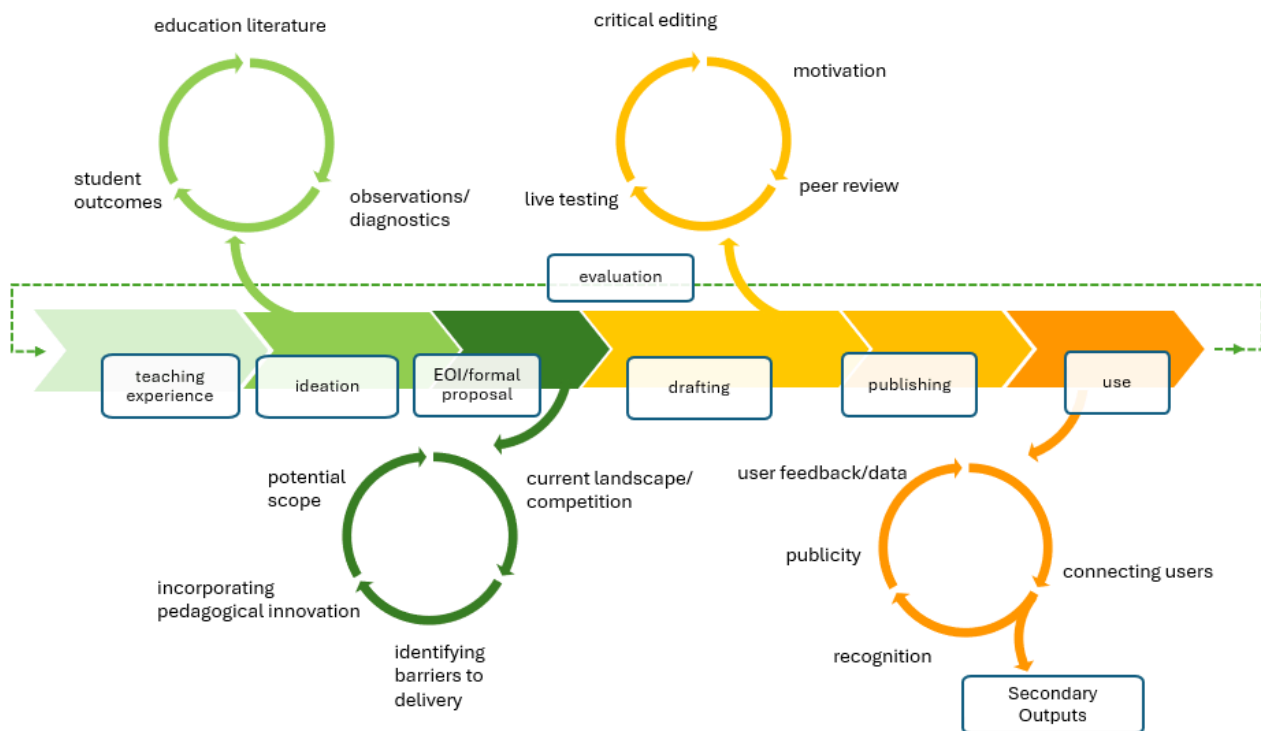


Figure 3. Our adaptive model for OER development begins and ends with teaching experience. All project stages are highly iterative and powered by regular reflective practices [[Go to image description](#)]

## Embedding diverse pedagogies

The most powerful OER feature we leveraged is the ability to incorporate and concentrate diverse pedagogies in one resource. We used this flexibility to tackle an issue we had identified, which is that students in biomedicine often fail to connect the relevance of abstract mathematical concepts to their intended vocation, which adversely affects their motivation (Dyrberg & Holmegaard, 2019).

## Connecting concepts to professional practice


Our *Foundations of Biomedical Science* project aimed to support contextual learning, after we identified that existing maths textbooks lack biomedical context and were therefore too abstract for biomedical students to be meaningful. Our solution was to [embed video interviews](#) with a diverse range of practitioners about how important maths is for their professional practice (see Figure 4). Including these practitioner perspectives helps students to see their future selves in the text and meaningfully link their current learning to their future careers.

This encourages students to reflect on their identities as emerging professionals, which is known to be important for retention and influences career trajectories (Huffmyer et al., 2022). Students can now see

their future selves reflected in the text, identify how the discipline contributes to Australian society, and recognise the contribution of women to modern biology. This inclusive approach is a contribution to representational and recognitive justice as outlined by Lambert and Fadel (2018).

**Maths in Clinical Practice**

Yangama Jokwiro is a registered general nurse with extensive experience. He has worked in a variety of clinical settings but now focuses on teaching undergraduate nursing students. Watch an [inter-view](#) with Yangama to find out the answers to the questions above and learn how critical quantitative literacy is for clinicians to be able to effectively treat, monitor and care for their patients. Also learn how Yangama instils this literacy in his students!



Search captions

0:05 Hi, my name is Yangama.  
 0:07 I'm one of the lecturers at La Trobe University.  
 0:09 I teach in the clinical nursing course based in the Shepparton Campus,  
 0:13 and this is my patient Mr. Brown.  
 0:17 My role at La Trobe University  
 0:20 is varied and the most important role

Figure 4: An example of how we used rich multimedia to connect abstract concepts with professional practice in Foundations of Biomedical Science [\[Go to image description\]](#)

Similarly, *Threshold Concepts in Biochemistry* embedded pedagogies for making concepts accessible, rather than overwhelming students with detail like traditional textbooks do (White, 1996). For example, we used creative metaphors and analogies to explain difficult concepts (see Figure 5). In this way it would also aid students in cognate majors to help with common misconceptions and guide their transition from early to later applied study.

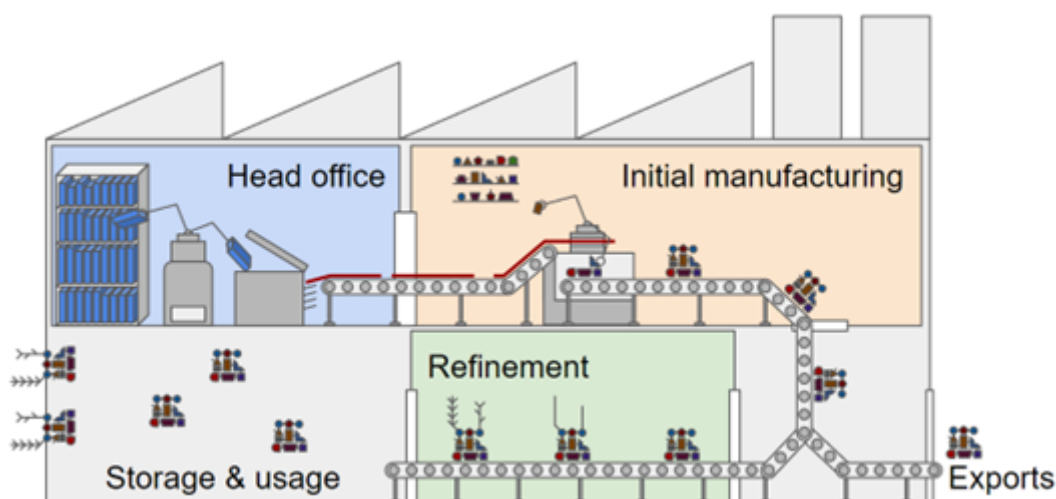


Figure 5: Teaching information flow in biological systems using analogy. An analogy of the cell as a factory is used in [Threshold Concepts in Biochemistry](#) [[Go to image description](#)]

Once again, it was our combined academic-professional Third Space perspective that highlighted these avenues for embedding diverse pedagogies through digitally engaging multimedia. This distinguishes our OER from AI tools, which cannot use lived teaching experience to generate such content. Our use of OER-enabled pedagogy also provided an advantage over dense traditional texts that are too content-heavy and formal to engage students effectively. Recognising these powerful capabilities tilted the “do I have time for this?” equation in favour of benefits over costs and generated more motivation for the project.

## Enabling online teacher presence

Strong teacher presence is known to be important for engagement in asynchronous learning environments (Watson et al., 2023). We responded to students’ requests for screencasts by directly [embedding the OER author’s voice](#) to guide students through practice problems.

Importantly, we designed teacher presence into the OER in a way that engaged students’ motivation and self-belief by [recognising, validating, and gently guiding them](#) through their maths anxiety. This could be considered a form of “breaking the fourth wall”: meaningful teacher presence that can mitigate the challenges of online learning (Prestridge et al., 2024).

## Empowering students as OER co-creators

Our OEP soon began to influence our assessment approach. We designed an oral presentation assignment where students extend basic threshold concepts from the OER to answer more complex problems. We are now using our CAUL grant funding to incorporate students’ voices by publishing these oral presentations into the next iteration of the OER. A large body of work emphasises the importance of peer assisted learning in higher education, particularly for learning key skills (Stigmar, 2016). We hope that embedding

student-generated OER will encourage intrinsic forms of student motivation beyond just their immediate academic results.

## Impact and outcomes

Our OERs were originally designed as local interventions, but have created a much wider impact. Planning for impact creates a tension between addressing a broad audience and embedding local teacher presence in an Australian context. We addressed this by combining the discipline-wide scope of our intervention with a permissive open license (CC-BY-NC-SA). This enabled us to encourage both global engagement and context-specific localisation.

### Global engagement

OER analytics have been a powerful tool for demonstrating engagement. We discovered that downloads from unique users greatly surpass local enrolments. Over 50% of web engagement is from the United States. We are cautious about what conclusions to draw from analytics alone, but these indicators (and direct feedback from overseas academics) suggest engagement beyond both LTU and Australian institutions.

#### **Foundations of Biomedical Science: Quantitative Literacy Theory and Problems**

Total visitors: 5,253

Total web engagements: 11,900

Downloads: 4,437

#### **Threshold Concepts in Biochemistry**

Total visitors: 5,633

Total web engagements: 12,500

Downloads: 2,480

### Awards, grants, and recognition

OER engagement beyond our university has led to several reward and recognition outcomes.

- [Winning the Scientific Education Award](#) from the Australian Society of Biochemistry and Molecular Biology (awarded to Julian Pakay)
- Commissioned to write journal articles on OER for both *The Australian Biochemist* and *Biochemistry and Molecular Biology Education*



- Three glowing international [reviews](#) on Open Textbook Library (averaging 4.5 stars)
- Successful 2022 CAUL OER Collective grant application (*Threshold Concepts in Biochemistry*)
- Successful 2024 CAUL OER Collective grant application ([\*Digital Health for Nursing and Midwifery in Australia\*](#))
- Invited award speaker (on OER) for Biomolecular Horizons conference
- Accepted as speakers at OE Global 2024 conference
- Analytics-enhanced promotion application (result pending)

## Open artefacts as secondary OER outputs

We have discovered that effective open practices generate new open artefacts in the form of reflections, tools, and practices created by ‘process as pedagogy’ (e.g. this very case study). These are all outputs in their own right which can be shared via institutional open repositories (see Figure 6). In the spirit of this, we are sharing an [open collection](#) of ‘secondary’ OER outputs – these were originally generated by our project but can be repurposed by other practitioners.

Thinking about process differently as a form of output (via these open artefacts) is a way to raise the visibility of learning & teaching achievements that would otherwise remain hidden (particularly if they are non-quantitative in nature). It also builds a shared commons to support the growth of the Australasian OEP community.



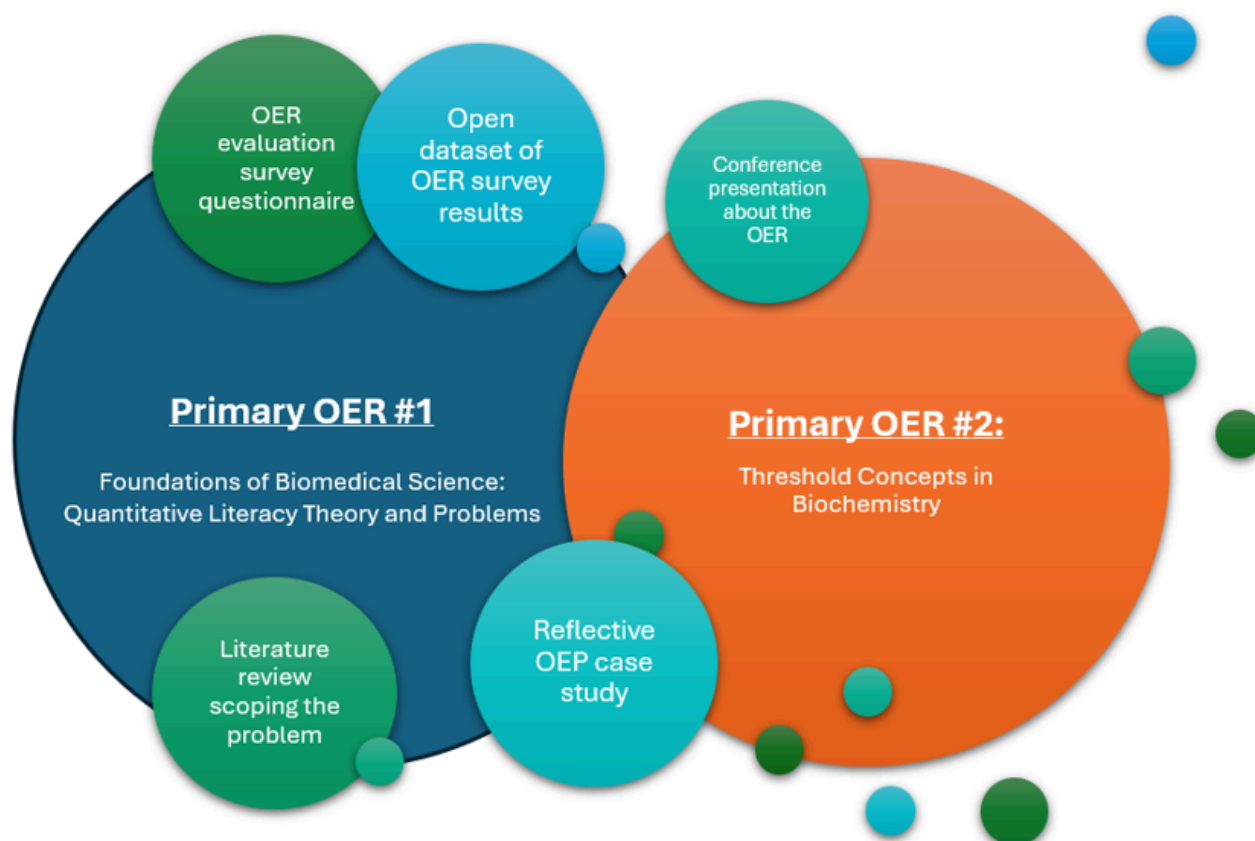


Figure 6: A diverse collection of OEP-generated open artefacts “orbiting” two primary OERs [[Go to image description](#)]

## Where to from here?

We plan to further cultivate the “living link” between the OERs and classroom educator-learner practices through a virtuous loop of feedback and evaluation, as depicted in Figure 3.

## Developing evaluative judgement

We intend to use our OER *Threshold Concepts in Biochemistry* to pilot the integration of student-generated open videos into subject learning activities. The goal will be to enhance students’ [evaluative judgement](#), using principles from Deakin University’s CRADLE resources to inform our approach (Tai et al., 2018). This could look like workshops or assessments that involve:

1. asking students to appraise the recorded student presentations and use shared peer feedback to identify limitations (including reasons why they think these are limitations)
2. discussing the implications of these insights for how they can engage in metacognitive reflective practice for improving their own assessment work.

## OER-enabled scholarship of learning & teaching

Our adaptive OEP model depicted in Figure 3 appears to have strong synergy with the ‘practice-led research’ OEP model suggested by Australian researchers Hamilton and Hansen (2024). We look forward to delving into these connections to engage in OER research and evaluation.

### In practice

For OER to be impactful educational interventions, development requires:

- **Address time management concerns:** align OER projects as purpose-focused enhancements to existing teaching priorities, rather than new ‘outside’ projects adding to workload burdens.
- **Begin with outcomes in mind:** plan your OER using a [problem-focused approach](#) that incorporates backward design.
- **Reflect, iterate and practice:** create a feedback loop between teaching experience and OER development (use [this template](#) for reflective practice in open education projects)
- **Find a critical friend:** cultivate cross-discipline Third Space environments for sustained academic-professional collaboration.
- **Think beyond access and equity:** leverage the [full spectrum](#) of OER capabilities at your disposal.
- **Plan how you will maximise impact:** consider how to balance broad OER uptake with meaningful ways to address local needs and context.

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## Image descriptions

Figure 1: The two front covers of the primary OER outputs of this case study

Two front covers. The first is for Foundations of Biomedical Science: Quantitative Literacy Theory, featuring a red theme of biological images such as cells. The second is for Threshold Concepts in Biochemistry and features a blue theme of abstract shapes with a biological flavour.

[\[Return to Figure 1\]](#)

Figure 2: A representation of a cost-benefit consideration that can drive the impetus for OER development

A graphic representing a balance scale, explaining that the impetus for OER development is created by the benefits outweighing the costs. The costs include lack of expertise, effort and time while the benefits include access and equity, diverse pedagogies, contextualising content, teacher presence, student outcomes, outside impact, developing OEP expertise, generating open artefacts and awards and promotion. Together, benefits move beyond access and equity to transform pedagogy, generating student engagement and classroom impact as well increasing academic reward and recognition for the developer through tangible project outputs, analytics and open practitioner development.

[\[Return to Figure 2\]](#)

Figure 3: Our adaptive model for OER development begins and ends with teaching experience. All project stages are highly iterative and powered by regular reflective practices

A schematic outlining the process of publishing an OER as an educational intervention from teaching experience to use. The schematic moves from teaching experience to ideation, expression of interest/formal proposal, drafting, publishing and finally, use. Use is connected back to teaching experience through evaluation creating a potential virtuous loop. The development process contains its own iterative loops. Ideation is influenced and refined by the existing education literature, observation and diagnostics and by student outcomes. The process of formal proposal is influenced by the current educational

landscape and competing resources as well as by considering barriers to delivery, the incorporation of pedagogical innovations and the potential scope of the OER. Drafting is also an iterative process governed by peer-review, live testing and critical editing. How the final OER is used will be governed by user feedback, publicity and connecting users and provides an opportunity for professional recognition and the generation of secondary outputs.

[\[Return to Figure 3\]](#)

Figure 4: An example of how we used rich multimedia to connect abstract concepts with professional practice in Foundations of Biomedical Science

Yangama Jokwiro, a clinical nurse, is working with a patient care manikin in a realistically simulated hospital ward to demonstrate how he uses maths in healthcare.

[\[Return to Figure 4\]](#)

Figure 5: Teaching information flow in biological systems using analogy. An analogy of the cell as a factory is [used in Threshold Concepts in Biochemistry](#)

An image of a multi-compartmented factory containing a head office as well as initial manufacturing, storage and usage, refinement and export areas. The components of the factory all have analogous counterparts within cells.

[\[Return to Figure 5\]](#)

Figure 6: A diverse collection of OEP-generated open artefacts “orbiting” two primary OERs

A graphic image representing the two primary OERs from this case study as large intersecting circles with smaller circles representing secondary outputs. The reflective OEP case study is a secondary output which intersects with both primary OERs. Foundations of Biomedical Science as a primary output generated three separate secondary outputs, a literary review scoping the problem, and an OER evaluation survey questionnaire with an intersecting open dataset of OER survey results. Threshold Concepts in Biochemistry has generated a conference presentation about the OER.

[\[Return to Figure 6\]](#)

## Acknowledgement of peer reviewers

The authors gratefully acknowledge the following people who kindly lent their time and expertise to provide peer review of this chapter:

- **Dr Mais Fatayer**, Learner Experience (LX) Design Manager, University of Technology Sydney

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How to cite this chapter (referencing)

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Steven Chang

LA TROBE UNIVERSITY

<https://figshare.com/authors/wd/4605358>

Steven Chang coordinates open education programs at the La Trobe eBureau. His focus is on empowering teaching academics and professional staff as emerging open practitioners through collaborative ‘Third Space’ projects. Steven is a Co-Convenor of the Open Educational Practices ASCILITE special interest group. His current role is Coordinator, Open Education & Scholarship at La Trobe University.

# STUDENT-STAFF PARTNERSHIP PROJECTS

University of Queensland

Thomas Palmer

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## Overview

This case study describes a Student-Staff Partnership (SSP) project undertaken by the University of Queensland (UQ) and discusses how the project raised the profile of open textbooks at UQ through collaboration between students, Library staff, Learning Designers, and teaching staff. The SSP was a co-designed project that helped build an evidence base about the use and importance of open textbooks at UQ and explored our students' feelings and experiences with prescribed commercial and open textbooks. The project culminated in a successful presentation delivered to teaching staff around the University about open textbooks and generated several grant applications for open textbook projects.

This case study describes the process, challenges, and benefits of engaging with Students as Partners, for open educational resource advocacy within a university. It discusses the importance of incorporating the students' voice in service design, communication, engagement and advocacy.

## Using this case study

This case study is useful for teaching academics and library staff. After reading this chapter:

- Academic staff will: Develop awareness of the process, challenges, and benefits of engaging with students as partners for open educational resource advocacy within a university.
- Library staff will: Learn strategies and techniques for building engagement



across all stakeholders and gain an insight into a successful workflow with a view to leverage opportunities for assisting academics who are undertaking OER projects with students as partners.

## Background

Prior to the project, which ran in Semester 2 of 2022, UQ's open textbook service ([Open Textbooks @ UQ](#)) had produced 10 books across a range of disciplines after operation in 2019. Just over 1,107 students were actively being prescribed open textbooks by Course Coordinators in 2022 as compared to 7,661 students in 2024:

- Social Cost Benefit Analysis & Economic Evaluation (approx. 547 students)
- Public Interest Communication (approx. 114 students)
- JUNTXS Introductory Spanish (approx. 164 students)
- +JUNTXS Intermediate Spanish (approx. 89 students)
- Exercise Delivery (approx. 119 students)
- Dentistry Environment Essentials (approx. 74) (UQ Library, 2024, August 29)

Even though the service had been running for some time, there was limited insight into UQ students' perspectives about textbooks. It was difficult to gauge how many students were expected to purchase commercial textbooks, at what cost, and how they felt about this.

The Library communicated a range of benefits to teaching staff about open textbook adoption, including:

- cost savings to students
- improved online experiences (no access or download restrictions)
- increased student engagement via interactivity and rich multimedia
- ability to easily incorporate local and/or diverse perspectives in content.

While some courses prescribed open textbooks, the Library had limited insight into students' experiences with these open textbooks. The project wanted to use the data and insight gathered from students to address perceived reluctance by academic staff to prescribe (either by adopting or creating) open textbooks.

## Student-Staff Partnership projects

### Students as Partners

Student partnerships have emerged in higher education as a means of centering the student in specific projects, educational services, and curriculum design. At UQ, the Students as Partners program (SaP) “creates space for students and staff to work together toward shared educational goals” (Institute for Teaching and Learning Innovation, n.d.).

These projects are time-limited and characterised by inclusivity, reciprocity, and mutually decided goals. UQ’s Careers and Employability Unit coordinates Student-Staff Partnerships and offers any enrolled student the opportunity to work with academic or professional staff“ on projects designed to enhance student experience, improve teaching and learning, and transform governance systems” (Careers and Employability, n.d.-a). Before this project, the Library’s Digital Learning team had been involved in several student-staff projects to help create and update our core suite of information and digital literacy modules, [Digital Essentials](#).

Four SSP rounds are offered each year at UQ. For this project, a project application was submitted by the Library to Careers and Employability in May of 2022, Student Partners applied and were selected by late July. The project phase of the project ran for twenty weeks from August to November (Careers and Employability, n.d.-b). Students receive a \$1,500 grant, with the expectation that roughly 75 hours are committed to the project (Careers and Employability, n.d.-c).

## The open textbook SSP project

### Project aims

“Access to required learning resources is fundamental to positive learning experiences and educational success. We believe that a student’s education should not be hindered by financial, geographical, or socio-economic barriers. Promoting open-access textbooks at UQ is a key way to reduce these barriers and to create equal educational opportunities for all students!” (Student Partners, 2022, September 7).

The primary aim of the project was to gather and analyse data in order to improve Library communications about open textbooks, as well as incorporate into advocacy and outreach opportunities. We wanted to understand:

- our students’ experiences with online textbooks, including any barriers to use
- our students’ experiences in using a prescribed open textbook, and
- if prescribing commercial textbooks disadvantaged our students, and, if so, how.

A secondary aim was for students to contribute to a communications plan to help disseminate the findings of their project and to enhance open textbook advocacy efforts more generally.

## The team

The project team included four Library staff members:

- 1 x Manager, Digital Learning
- 2 x Digital Learning Specialists, Digital Learning
- 1 x Learning and Research Services Librarian, Faculty Services Library team.

Three students participated from the following disciplines:

- Criminology & Criminal Justice
- Speech Pathology
- Psychology.

## Methodology

The project team used several complementary methods to gather insight into student experiences with commercial and open textbooks.

- **Literature review** — conducted a survey of literature on open textbook usage in higher education. This work informed survey and interview design.
- **Survey** — developed and promoted a survey using Qualtrics software aimed at UQ students. The survey was promoted through the Library website and promoted on social media. The Student Partners were also encouraged to share the survey within their courses and through their personal networks. Respondents went into the draw to win one of two \$50 vouchers.
- **Survey analysis** — analysed survey responses to identify common themes and extract useful information/data.
- **Interviews** — conducted follow-up interviews with a small number of students that had submitted a survey response, and that had consented to being contacted by the project.

A range of project templates (Microsoft Office) were used to plan and track project outcomes. Additionally, a private Microsoft Teams channel was set up for the project and was highly used to communicate and store project files.

Project tasks were decided on by the group and largely completed by Student Partners. Library staff contributed their expertise and knowledge of textbook publishing. They were also available to provide students with training on systems, answer questions, and guide the project where needed.

## Project outcomes

The main project outcome related to improving the overall engagement around open textbooks with teaching staff. A major component of this was the design, deployment, promotion and analysis of a survey aimed at UQ students. The survey responses, together with the information gathered from the literature review and interviews, were valuable in helping the Digital Learning team engage with teaching staff and the University and advocate for greater use of open textbooks.

### Survey

The survey received 1242 responses, however, the project team identified that a substantial number of these were bot initiated. Bot-initiated responses were identified based on discrepancies between supplied contact details and University records, survey time-stamp irregularities (e.g. many responses were recorded between 12am and 4am, for instance), or free-text field containing answers unrelated to the survey subject matter. A subset of 60 responses were selected for further analysis. Analysis allowed the project team to better understand:

- textbook purchasing behaviour (what proportion of those surveyed purchased a textbook)
- the cost of purchased textbook
- usage of online textbooks
- awareness of open textbooks
- what they felt was most and least important about open textbooks (free, lack of access restrictions, interactivity, ability to include diverse perspectives).

A [survey preview](#) on Qualtrics providing details of the survey design and questions is available. The Student Partners also created an infographic to help communicate some of the survey findings.

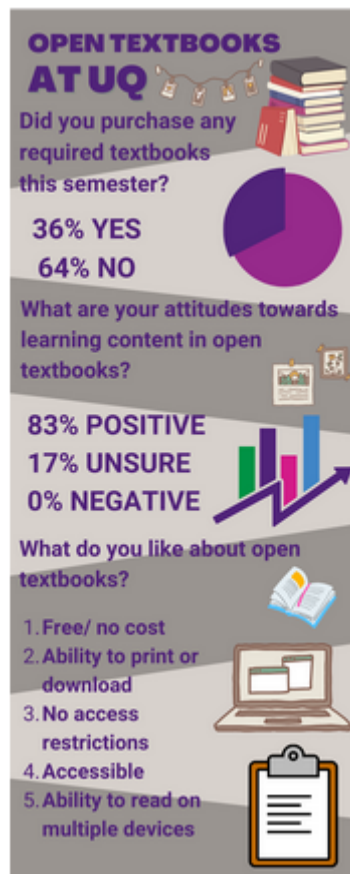


Figure 1: Infographic detailing UQ Open Textbook Survey Responses. Used with permission [[Go to image description](#)]

In Semester 2, a minority of student respondents (36%) were required to purchase a textbook and of those, roughly half indicated that the purchase did not represent good value for money. A surprisingly large number of students (46%) had used open textbooks in their courses. Of these students, 83% reported positive attitude to open textbooks as learning resources. When asked to rank possible factors for why they liked open textbooks, cost savings was most highly valued by students, followed by the ability to easily print and download without restrictions, the absence of access restrictions (e.g. limited number of licenses), followed by accessibility, and ability to read on multiple devices (Student Partners, 2022, November 16). The importance of cost savings for students as emphasised in the survey results is consistent with other international surveys. Ozdemir and Hendricks (2017) when surveying for instructor and student attitudes towards open textbooks found that “students appreciated most the financial aspects of open textbooks”.

## Using survey responses

The survey responses helped the Open Textbooks @ UQ service to create impactful messaging about the

value of open textbooks to students. Information from the survey was used by the Library and Librarians in presentations, website and social media posts, as testimonials about open textbooks.

Several students noted the importance of having a free learning resource, with Survey Participant 1 writing *“because I don’t have to stress about purchasing and it is more accessible and easier to use and learn through multiple devices. It is way more engaging and makes learning easy!”*

In addition to cost savings, however, students seemed to appreciate the learning experience offered by open textbooks, including the importance of interactivity. Survey Participant 2 points out the impact of interactivity on engagement, *“downloadable exercises as well as interactive MCQ [multiple choice questions] makes learning more intuitive and fun.”* This comment was mirrored by Survey Participant 3, *“the interactive textbooks are the most helpful to aid learning.”*

Library staff also found it useful to refer to survey findings in conversations with potential authors. These findings could be used to respond to questions from teaching staff or prompt discussions with specific examples of what aspects of open textbooks UQ students valued – whether it is no-cost, interactivity, or accessibility.

Information relating to the cost of purchased textbooks also improved the Library’s ability to communicate about the value of the Open Textbooks @ UQ service. For example, the Library was able to use the average cost to students of commercial textbooks to help formulate a proxy dollar amount of money saved by open textbooks and frame the Library’s efforts as a direct intervention in addressing student cost-of-living concerns.

## Advocacy opportunities

The project team was able to leverage the SSP project and survey findings into presentations at various teaching and learning forums. For instance, project team members coordinated an event for Ready to Teach Week (R2T Week), a program of events coordinated by UQ’s Institute of Teaching and Learning, designed to help teaching staff prepare for Semester.

In the lead-up to Semester 1, 2023, UQ Library coordinated a session called: [Open up your textbook! Designing, creating and using open-source textbooks](#) (YouTube, 50m30s) with contributions from the learning design community, open textbooks authors, and student partners.

The student partners also presented to over 50 Learning Designers and eLearning staff about their project findings. Learning Designers are an important stakeholder group in open textbook advocacy, so this represented a valuable opportunity for our project team and the Library.

## Reflections

The Student Partners were able to reflect on their project findings via a blog post on the Library website titled [Textbooks today: The case for open online textbooks](#). They were able to report the survey findings to the UQ academic community and “challenge UQ lecturers to consider using open textbooks in their courses and to lead the UQ community into the future of open-access academia.” (Student Partners, 2022, November 16).

Library staff were really gratified to see the student partners advocate so effectively for open textbooks:

“At the outset of the project, it seemed that the students had limited awareness of open textbooks. However, as the project advanced, it was gratifying to observe their growing comprehension of the potential benefits of incorporating open textbooks into courses. By the project’s conclusion, I am confident that all student partners had become strong advocates for the use of open textbooks.” (M. Sato, personal communication, September 19, 2024).

### In practice

Learning and recommendations to share from this project:

#### **Recommendation 1: Incorporate students into advocacy initiatives**

There are tangible benefits to involving students in OER and open textbook advocacy efforts. As a group, students are the most affected by teaching staff choices when it comes to learning resources; students can help teaching staff and Librarians understand in real terms the importance of providing no-cost, accessible textbooks.

Students benefit by having the opportunity to work on real-world projects that impact their education. Hopefully, by collaborating with the University on shared projects, students build their professional skills and capabilities and enhance their employability.

#### **Recommendation 2: Consider the timing and security configurations of online surveys**

The project team had limited experience in setting up surveys, and in particular, in configuring the security settings that contribute to high-quality responses. Not requiring respondents to authenticate led to a high number of fake responses, which needed to be filtered out manually. The project team would have benefited from more training on our chosen survey tool, Qualtrics.

The timing of the survey potentially led to fewer responses. This is likely because students are more likely to purchase textbooks for 1st year Semester 1 courses. Running the survey in Semester 2, meant that the survey received fewer responses than it might have otherwise.

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## Image descriptions

Figure 1: Infographic detailing UQ Open Textbook Survey Responses. Used with permission

Detailed infographic indicating key survey responses about the use of OERs by UQ students.



[\[Return to Figure 1\]](#)

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Thomas Palmer manages the University of Queensland Library's Digital Learning team. In that capacity he is responsible for the Open Textbooks @ UQ grant scheme and service and the University's learning resources team. He has helped produce many open education resources.

# VALUES BASED APPROACHES TO EVIDENCE FOR OER ADVOCACY

University of Southern Queensland

Emilia C. Bell; Nikki Andersen; and Dr Adrian Stagg

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## Overview

Data collection to support open education is often viewed as a stage of institutional maturity, and concentrates on evidence aligned with student success and equity (Colvard, Watson, & Park, 2018). Cost savings versus traditional commercial textbooks, number of student users, and downloads are all used by advocates to demonstrate the value of open education initiatives, usually in forms of advocacy (such as securing resources to continue programs). Increasingly, student achievement data is collected, linking the access and authenticity of open educational resources (OER) access and authenticity to improvement in academic performance (Tlili et al., 2023). However, in most cases, the platforms and infrastructure supporting data collection and presentation are determined without including those whose experience the data represents, or purportedly benefits.

At the University of Southern Queensland (UniSQ) Library, open educational practice (OEP) is built on a community of practitioners who contribute and feel empowered to share their practice. ‘Practitioner’ refers to “any staff member engaged with OEP (whether enacting OEP in teaching and learning directly with students, or providing direct support for OEP such as that provided by academic librarians, learning designers, and Copyright officers)” (Stagg, 2023, p. 3). This community-based approach aligns with the values-based approach that the Library’s Evidence Based Practice team takes to encourage agency in open narratives (Bell et al., 2023a). The UniSQ Library’s use of data and dashboards to demonstrate the value of OER and support ongoing evaluation empowers open textbook authors, giving agency to advocate for open education and share practices.

Dashboards and institutional reporting do not often provide space for relational approaches; however, UniSQ Library achieves this through intentional data practices that centers and elevates people. Such a relational approach situates the university in its community and helps to position open education advocacy in its greater social context, recognising relationships and interdependencies that are dynamic and impact how our practices evolve (Lacković & Olteanu, 2024). In taking a relational approach, shared community values are realised and highlight the ‘why’ of being open and evidence-based (Bell et al., 2023b). Being both evidence- and values-based places evidence and values as complementary – they exist in partnership (Fulford, 2008; Stoyanov et al., 2020). Values-based practice emphasises that decision-making needs to consider “preferences, needs, hopes, [and] expectations” (Fulford, 2008, p. 10) alongside evidence.

## Using this case study

This case study is beneficial for library staff, academics, and open education practitioners. Readers will:

- Develop their understanding of how evidence-based and values-based practice can support value and impact assessment and continuous improvement for open textbooks.
- Gain practical insight into the development of a data dashboard and the importance of community-building to situate data in its social context.
- Learn how questions can guide intentional data practices to elevate people and community needs in decision-making and reporting.

## Key stakeholders

At UniSQ, the Library's Open Educational Practice team has adopted the slogan '*open is everyone's business.*' This means they look for ways to build a community that encourages sharing. It is also an invitation for every team at UniSQ to consider what they can contribute to open education or the extent to which open education can help achieve existing goals or meet specific challenges that closed systems cannot. This has led to a long-standing relationship with the Library's Evidence Based Practice team, prompting collaborations that support continuous improvement, value and impact, and decision-making for open education. This cross-team library collaboration and the shared values that underlie it support practitioner engagement with open practices.

Practitioner engagement with OEP is 'complex, personal, contextual, and continually negotiated' (Cronin, 2017, p. 28) and needs to be framed at the individual level. The lived experience, or 'lifeworld,' of each practitioner is mediated by complex, nuanced relationships between the individual, the institution, and society, creating an ecology of practice: a lens through which broader practice can be understood (Stagg, 2017). As such, the centrality of practitioner values is critical to an understanding of OEP, and to support communities of practitioners at the institutional level.

## Background

Practitioners – and educational activities – are driven by values and a belief in ideals (whether expressed explicitly or implicitly) such as social responsibility, social justice, and empowerment (Warren, 2000). Constructing a culture in which open education is a viable and supported learning and teaching approach requires deliberate and purposeful community-building predicated on shared values and trust. In supporting OEP, trust builds social capital among participants and extends to all aspirations, interactions and outcomes of practice – both individually, and as a community (Stagg & Partridge, 2019). Coleman (1990, p. 4) asserts “a group whose members manifest trustworthiness and place extensive trust in one another will be able to accomplish much more than a comparable group lacking that trustworthiness and trust.” Therefore, supporting open practitioners is predicated on engaging with practitioner values and beliefs. The framework for this engagement at UniSQ is Fullan and Stiegelbauer’s Theory of Educational Change (1991). The framework situates change in practice as deeply personal and dependent on a supportive community for success, and expressly privileges agency and autonomy within the process. Predicated on positioning OEP as educational change, community formation recognises that change requires scaffolding, ownership by those enacting change, and sufficient time and (safe) space to experiment. Sustainable change of practice, ownership of the new, and a commitment to continual experimentation in learning and teaching is reliant on engaging deeply with practitioners – a process underscored by recognising the role of individual and professional values, aligning practice with values, and building a cadre of practitioners who explicitly explore and respect community values.

To realise the full benefits of community-building and partnership, OER requires a functional alignment and integration of OEP and evidence-based practices. Evidence-based library and information practice (or EBLIP) is a process that involves collecting, interpreting and applying evidence, including research, to support decision-making and continuous service improvement (Howlett & Thorpe, 2018). This extends to assessing or evaluating the value and impact of library services and resources. Evidence-based practice overlaps with the concept of ‘library assessment,’ and it is the term typically used in Australian libraries. This familiar concept can be applied to evidence-based OER advocacy.

## A data dashboard

To tell these stories about the reach of OER or students’ access requires asking the right questions to collect the right evidence. Questions drive the evidence-based practice process and are the starting point to help us define the problem or decision to be addressed. At UniSQ, our questions resulted in a data dashboard that academic authors and library staff could access. In the lead-up to creating a data dashboard, initial discussions and reflection between the Library’s Open Educational Practice team and Evidence Based Practice took place to assess the ‘right’ evidence to be collected and its feasibility. Reflections were supported by an OPEN (Objective, Purpose, Evidence, and Narrative) approach that helped to articulate what needed to be known, collected, and communicated from evidence for library staff and academic authors (Bell et al. 2023a). The discussions were expanded to include consultation and drop-in session with

academics which further helped to determine which specific metrics were important and why the data was relevant to practice.

This discussion process started by considering the overarching values around openness, helping to understand the wider social and cultural context driving our questions. From this, UniSQ Library teams drilled down to questions that could be answered with the data initially available, exploring how the data could inform decisions around creating and publishing the text itself. Authors were asked what data was important to them and why.

- Was it relevant to their research, learning, or teaching?
- Would it help with academic promotion?
- Was there any data already being collected that was not relevant or needed?

This enabled us to achieve a dashboard that situates evidence and data within its social context. Community partnerships and relationships informed what UniSQ Library did or did not choose to collect.

The Power BI report produced has a dedicated page for each of UniSQ's open texts and can be accessed by individual authors. The data dashboard predominantly uses web analytics data to demonstrate the attention and reach of open texts as an initial proxy for impact. It is designed for our open textbook authors to track the use and reach of their work and highlight how it contributes to the overall success of open education at UniSQ. The main feature of the data dashboard is access. Authors have immediate access to the data. Community input was vital to ensuring a good understanding of what evidence the library and authors needed, but also understanding the purpose behind this data in relation to OEP values and the community that uses the dashboard.

## Key outcomes

The dashboard has highlighted the attention open texts receive and has been a new way to promote OER output. The dashboard is split into four tabs for authors to navigate:

- Traffic and downloads (see Figure 1)
- Sources of traffic
- Browsers and devices
- Geographic reach

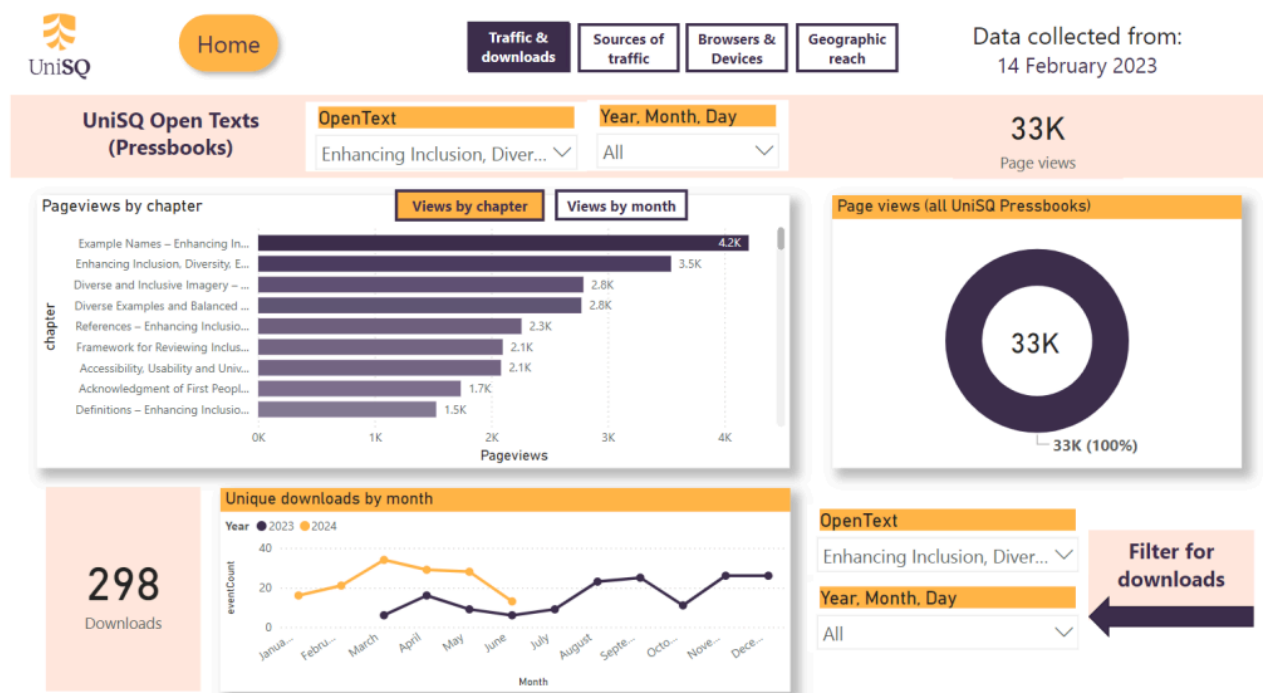


Figure 1: Open textbook dashboard for Enhancing Inclusion, Diversity, Equity and Accessibility in Open Educational Resources. Screenshot from [Microsoft Power Bi](#) used under [Windows Software License](#) . [\[View image description\]](#)

The process of EBP can help to facilitate critical reflection on practice, driving its continuous improvement and the potential to change. Where reflective practice provides a link between theory and practice, EBP can support the application of knowledge gained from reflection into decision-making. This may include decisions on accessibility, the form of openness, platforms used, or how practice fosters values of openness and facilitates learning.

One of our most popular open texts, [Fundamentals of Anatomy and Physiology](#) is read by a diverse cohort, with many UniSQ students unable to access the online version due to connectivity issues in rural and remote regions. Hence, it was important to use an evidence-based approach to discover students' reading strategies and educational reality. UniSQ found that PDF versions of the text and reading on mobile phones were popular for these students. Here, the data dashboard helps to facilitate an evidence-based approach to understanding these educational realities and what access might look like for students in their local context. As a direct result, the team sought to ensure Pressbooks tools for readability were adopted (e.g., that all tables used the TablePress plugin in lieu of HTML coding, thus improving the mobile device experience) and responded to feedback asking for more HSP activities to support self-assessment and revision. The PDF versions contained links to online content, allowing students to revise core content, and use their internet connection time more strategically to focus on specific learning content. Additionally, this evidence has provided a foundation for discussions with other authors to encourage the extension of practice into more interactivity, enhancing the learning design of their content.

Not only is evidence being used for decision-making and continuous improvement, but also for advocacy of the value of OER. By starting with questions, UniSQ is intentional in choosing what to collect and

supported acknowledging the values and social justice orientation of open education. When thinking about the value of OERs (e.g., economic, social, equitable), it meant also thinking about values (e.g., social justice, accessibility). The Library needed to incorporate the trust that was built into open education communities into the choices made when collecting, analysing, or sharing evidence. It was important to go beyond focusing on the processes and structure of evidence-based practice and instead to understand the relational aspects of it that can elevate people. Since its inception in September 2021, the open textbook data dashboard has been positively received by all authors, and the data has supported research (conference papers and journal articles), teaching and learning practice (identifying key areas for continuous improvement or evaluation of changed practice), and professional endeavours (the data has been included in performance reviews, applications for external funding, and promotions documentation).

## Learnings and recommendations

A challenge in using web analytics data is its ease of access. It can be easily measured and appear overly promising, creating appeal for its use. This reinforces the importance of collecting meaningful and accurate data and ensuring transparency in communicating data limitations and its use. It is where asking the right questions matters (Drabinski & Walter, 2016) and where evidence-based practice extends into open practices. Asking questions helps us to recognise the broader context, motivations, and needs that drive why UniSQ Library was collecting evidence in the first place. Questions can ensure evidence aligns with the contributions that OER make to social justice and promote ongoing reflection into why and how UniSQ engages in open practice.

In being intentional and purposeful in what UniSQ chooses to collect, critical reflection on whose voices, values, and perspectives are contributing to our evidence is key. A person-centred approach is taken that relates evidence back to individuals. The evidence collected is recognised as existing in partnership with underlying values and a wider social context and can contribute positively to the communities that open education partners with. There is potential to see evidence-based practice (or library assessment) as a relational process. Douglas (2020, p. 47) describes “assessment as care,” a concept that prioritises connection and people over reporting and products. It can, however, be uncomfortable work, as it complicates the process of data collection and visualisation that makes up dashboards, as such outputs do not usually create space for concepts like care or connection (2020, p. 6). Community partnerships and user experience, which require greater time and connection, are easily neglected as evidence as their human nuance and complexity cannot seamlessly be displayed in a quantitative data dashboard.



## In practice

The authors offer the following advice for others wanting to create a dashboard to track open textbook analytics:

- Prioritise people and connection over analytics and reporting – engage open textbook authors in developing a dashboard and give them agency over their data.
- Be intentional and purposeful in the data you collect – start by asking the right questions to collect the right evidence.
- Be transparent about data limitations and their use. UniSQ Library approached this by providing examples of appropriate data use-cases, adding disclaimers to the dashboard for data limitations, and providing drop-in sessions that invited data literacy questions and education.

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## Image descriptions

Figure 1: Screenshot of statistical dashboard

Statistical dashboard for the open text “*Enhancing Inclusion, Diversity, Equity and Accessibility in Open Educational Resources*” which shows the number of page reviews (33k), downloads (298) and most popular chapters. The top of the dashboard has four tabs: traffic and downloads, sources of traffic, browsers and devices, and geographic reach.

[\[Return to Figure 1\]](#)

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Emilia Bell is Manager, Research & Digital Services, at Murdoch University Library. They also serve as an ALIA Board Director and are a PhD candidate at Curtin University. Previously, Emilia was the Coordinator of Evidence Based Practice at UnisQ Library, where their work was pivotal in integrating a values-based approach to evidence in libraries. This included emphasising the need for libraries to consider whose voices, values, and perspectives are represented in their evidence base, decision-making, and impact.

Emilia is a passionate advocate for inclusive and impactful practices and services. They frequently speak and write on library topics such as open knowledge, equity, diversity, and inclusion, and evidence based practice.



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Dr Adrian Stagg is currently the Manager (Open Educational Practice) for the University of Southern Queensland. His career has included both public and academic libraries, as well as positions as a Learning Technologist and eLearning Designer. Adrian holds a PhD from the University of Tasmania, focusing on the Ecology of Open Educational Practices in Australian Higher Education; and previously a Master of Applied Science (Library and Information Management) from Charles Sturt University.

Adrian is the co-founder of the ASCILITE Australasian Open Education Practice Special Interest Group (OEPSIG) and remains one of the Co-Conveners. He has led the Council of Australian Librarians (CAUL) 'OER Advocacy Project', a multi-institutional project as part of the 'Enabling a Modern Curriculum' focus that concluded in 2022.

Adrian was awarded the Council of Australasian Leaders in Learning and Teaching (CAULLT) 'Advancing Academic Development Award' in 2019, and In 2023 he and colleague Nikki Andersen

received an AAUT ‘Citation for Outstanding Contributions to Student Learning’ for the work conducted in UniSQ’s Open Education Grants Scheme.

During 2024, he is the Chair of the international OE Global Conference. This marks the first time the conference has been held in Australia.

His research areas include the ecology of open educational practice and higher education policy as it relates to and supports, open educational initiatives.

# COLLABORATIVE PATHWAYS IN SPORTS MANAGEMENT: A JOURNEY THROUGH PARTNERSHIP PEDAGOGY IN AN OPEN ACCESS TEXTBOOK

Western Sydney University

Dr Jessica Richards; Paul Jewell; and Dr Daniela Spanjaard

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## Overview

This chapter explores the application of partnership pedagogy to develop an open-access textbook tailored for sports management students at Western Sydney University. It underscores the benefits of partnership-driven teaching methods and traces its evolution through the collaborative creation of an open-access textbook in conjunction with industry stakeholders. In the realm of sports management, where North American and British literature often holds sway, creating an open-access textbook paved the way for students to gain a more comprehensive understanding of the Australian sports industry.

By closely collaborating with sports codes and organisations, academics have actively co-created and co-designed curricula, captured local insights, and dismantled geographical barriers to sharing knowledge about the flourishing Australian sports market—an aspect typically overlooked in conventional sports management textbooks. The collaborative efforts with sports organisations have not only provided a platform for representing typically marginalised sectors, such as women’s sports, but also for exploring niche activities, such as surfing and skateboarding. This inclusive approach, facilitated by the open-access platform, elevates and delves into these previously underexplored areas within the course content.

## Using this case study

After reading this chapter, academics, librarians, and learning designers will:

- Be inspired to learn how academic authors can use open textbooks to fill gaps in the local market and tailor learning material to student needs and success

- Learn the benefits of collaborating together and with industry stakeholders in the creation of OER
- Discover how a collaborative approach fosters a dynamic learning experience, which is both responsive to current industry trends and global perspectives, while also addressing gaps and underrepresentation in traditional textbooks
- Understand the importance of ongoing collaboration to support the iterative nature of open textbooks
- Recognise the unique skill sets that librarians bring in supporting academics throughout the development process and ensuring high-quality, impactful educational materials

## Key stakeholders

The key stakeholders involved in the creation of this open access textbook were sport management academic staff, the library staff, the university legal staff and industry leaders working in the sports sector. The case studies included in the open textbook reflect those sourced from local sporting organisations in the region and range from grassroots sports examples to national sporting teams.

## Background information

The creation of an open-access textbook for a sports marketing unit stemmed from two primary challenges encountered by the subject coordinator during the initial design of the subject.

Firstly, she observed that conventional sports marketing textbooks often inadequately address the unique characteristics of Australian sports culture, given that most of these books focus on North American and British contexts (Chen & Mason, 2018). This created challenges for students who had difficulty relating to and understanding the core concepts of the course content. As one student reflected in a focus group after the semester had finished.

“I think I liked the fact that the reading was sometimes based on our local teams here. It made it easier to understand the case study, and when we were asked about the, like, tribal aspect of fandom, I could really contribute as it’s my team. I found it a lot easier to understand the theory this way, usually I am pretty confused because I don’t know anything about American football and like the fans there”.

Secondly, it became clear that mainstream sports management textbooks largely emphasise male-dominated sports and professional leagues, overlooking the growth of the Australian professional women’s sports industry (Hardin et al., 2006). Furthermore, emerging professional sports such as e-sports, surfing, and skateboarding were notably underrepresented in the existing sports marketing curriculum.

With the guidance of the Western Open Books Library team this initiative offered a cost-effective solution for students to access all course content in a single location via a website link. (Western Sydney University Library, 2024) This ensured that students had free access to all required materials for the course and allowed those experiencing enrolment or access issues could stay engaged with the course content without falling behind in their studies.

It has always been seen as problematic and detrimental to student well-being to charge for resources and textbooks on top of expensive tuition fees. In a cost-of-living crisis, open-access textbooks are a way for academics to provide some equity for students and society. As noted by Stagg & Partridge (2019) ‘The affordances of open texts provide an alternative to commercially published and often exclusionary access practices; and empower educators and students in co-creation and open sharing of information and knowledge.’

## Project description

The project was centred around the sport management staff’s commitment to promoting partnership pedagogy (see Barrie & Pizzica, 2019) across all subjects within their revised major. Partnership pedagogy refers to an environment where academics, students, library staff and external industry partners collaborate on meaningful projects, effectively bridging the gap between academic theory and real-world practice.

As part of this process, the subject coordinator undertook an industry internship at a national sports organisation to gain a deeper understanding of the needs and requirements of working in marketing within this specialist field. From her observations and interviews with this and other sport businesses in the region, she developed case studies that reflect real industry challenges faced by the sports sector. This process of content co-creation enabled the development of authentic learning experiences, which were embedded into the open textbook.

As academics transition into new teaching and learning approaches brought on by the evolution of technology, university curriculum must be dynamic and responsive to change. Textbooks and resources supporting course learning objectives and outcomes also must be agile, offering innovative ways to engage students flexibly.

Open textbooks, particularly the Pressbooks platform used by Western Open Books service at Western Sydney University, provide interactive elements and enable academic authors to adapt and develop learning materials for a localised curriculum, whilst also connecting students with the global industry of sport. Additionally, the platform’s inbuilt quizzes, fill-in-the-blank and other interactive ‘knowledge checks’ allow students to test their understanding asynchronously, without the pressure of formal assessment, thus enhancing their learning experience.



## Key outcomes

The key outcomes for students and teaching staff using an open textbook on sports management are both educationally enriching and practical.

For students, the main benefit is easy access to high-quality, current learning materials without the cost of traditional textbooks. This ensures that all students can succeed in the course regardless of their financial situation. The format also means students can access the content from anywhere, on any device (including mobile phones, tablets and laptops), at any time, supporting different learning styles and needs. Including real-world case studies and interactive elements, such as quizzes and videos, makes learning more engaging and relevant. Students connect what they learn in theory with real-world examples, helping them prepare for the challenges they may face throughout their careers in sports.

For teaching staff, Western Open Books offers flexibility in course design. Authors of the open textbook can easily update the material each semester by swapping in different case studies or embedding YouTube videos and social media content directly into the textbook. The ability to also include contributions from academics in different countries adds valuable global perspectives to the course content, enriching sports management education with diverse case studies. By incorporating case studies from various regions (including the UK and USA), the open textbook helps students understand how sports management operates worldwide.

Adopting an open education approach enhances learning both locally and internationally, and students at universities worldwide can easily access the Australian case studies it contains, thereby enhancing their educational experience. This global collaboration strengthens international teaching partnerships and creates a shared educational resource that benefits everyone involved.

Overall, the flexibility and adaptability of the open textbook allows our sports marketing course to stay aligned with current industry trends, ensuring that the content remains interesting, relatable, and relevant. The collaborative process of developing these resources also strengthens the connection between local and international academics and the sports industry, benefiting both educators and students. Furthermore, the open-access model encourages ongoing feedback and continuous improvements, fostering a dynamic and evolving learning environment.

## Learnings and recommendations

It must be acknowledged that writing an open textbook is a substantial learning experience that demands a significant investment of time and effort. The process of sourcing materials and case studies, in addition to writing the open textbook, can be time-consuming, involving not only content creation but also becoming proficient with the platform. Designing the structure and embedding interactive activities with multimedia elements adds to the complexity of the task.

However, this is where collaboration between librarians and academics proves invaluable. Librarians can support academics by sourcing relevant materials and offering their expertise in effectively using the Pressbook platform. They also provide insights into innovative ways to enhance student learning through interactive activities and other online resources. This collaboration ensures that the content is both comprehensive and well-researched, while also being engaging and accessible, ultimately creating a more enriching educational experiences for students.

## Champions statement – What was the experience of those worked on the project?

Upon reflecting on the use of the sports management textbook over the past two semesters, the levels of student engagement with the course material have been significantly increased. Having all course materials in one easy-to-use, open-access platform ensures that students can readily access resources and feel empowered to do so.

This increased engagement is also evidenced by the impressive readability metrics of the open textbook (Pressbooks), which has been viewed by over 35,000 people with over 55,000 page views. These numbers not only demonstrate the significant impact of the open textbook but also show that it is reaching a global audience far beyond our student cohort, supporting sports management students around the world. This broad reach is a testament to the effectiveness of the open textbooks as a free and valuable educational resource.

## In practice

To ensure the creation of an engaging open textbook, we strongly encourage academic authors to consult regularly with library staff and allow sufficient lead time for its development.

Additionally, academics should view the open textbook as a living document—one that can be adapted and updated over time. The first edition can serve as a foundation that can be expanded upon, as we plan to do with our own open text. Next year, it will feature international collaborations and new case studies to reflect changes in the sports economy over the past three years.

Overall, open textbooks and other open-access resources offer a free, fun, and engaging way for academics to be more creative with the content they teach. It is strongly recommended that academics have their open text peer-reviewed by colleagues, either within their department or externally, to ensure academic rigour and quality.

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# REIMAGINING OPEN TEXTBOOKS THROUGH A DECOLONISING LENS: NON-LINEAR PRACTICES FOR HOLISTICALLY INTEGRATING FIRST NATIONS KNOWLEDGES INTO CURRICULUM

La Trobe University

Dr Shirley Godwin; Dr Andrew Buldt; Steven Chang; Sebastian Kainey;  
Wendy Ratcliffe; Vivian Luker; Melissa Digiacomo; and Emerson Taylor

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We acknowledge the Traditional Custodians of the unceded sovereign lands on which this work was done, the Wurundjeri, Dja Dja Wurrung and Wergaia peoples, and pay respects to Elders past and present of all First Nations Communities. We acknowledge First Nations peoples as the original creators and teachers of knowledge in this country.

We recognise there is not one preferred term to represent Aboriginal and Torres Strait Islander peoples in Australia nor can one term reflect the immense diversity of cultural ways of being across all Nations. We respect the right of all peoples to self-determine their identity. First Nations is the predominant term used in this work to represent sovereignty and diversity.

## Using this case study

This case study will be useful to several cohorts of readers.



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## Overview

This case study describes our project to transform an undergraduate open textbook at La Trobe University. At the time of writing this case study the revised version of the text is forthcoming. Here we share one of our key outcomes: the collaborative process we are using to make the transformative revisions.

We reflect on a First Nations-led **cultural safety** review process that is enabling health science academics and library staff to jointly reconstitute this Open Education Resource (OER) as a culturally responsive text that is inclusive and accessible for diverse learners. We highlight the role of First Nations staff in leading a decolonising agenda and how non-Indigenous practitioners are supporting them through culturally responsive practices.

We focus on how the project embodies First Nations ways of knowing, being, and doing through Third Spaces that foster power equity and mutually beneficial two-way learning. These ways of working provide an active alternative to the emotionally based paralysis that commonly affects non-Indigenous people, stemming from a fear of “doing the wrong thing”. This often demobilises their capacity to transform beyond allyship on an individual level (which can be tokenistic or performative and a way to stay comfortable) into ‘accomplices’ striving for wider systemic change, regardless of personal or professional discomfort (Finlay, 2020; Rix et al., 2023).

Our approach is part of a broader paradigm shift to integrate First Nations knowledges into higher education curriculum in a meaningful way that is holistic rather than tokenistically additive. This paradigm shift reflects a decolonising approach which requires de-centring dominant Western perspectives by challenging deeply rooted conventional norms and principles, and re-positioning colonial power in collaborative relationships (Smith, et al., 2018).

We conclude our case study with some final reflections as prompts for practitioners to use for normalising culturally responsive practices in the Australian open education movement. We invite open education practitioners to join us on this shared journey.

## Beginnings and new ways of thinking

Our project started as an initiative to update an open textbook but took us on a greater journey of growth where we created new ways of thinking and working. Enhancing our team's capacity to work in culturally responsive ways took time and cultivation by overcoming knowledge gaps that our non-Indigenous project members had. We recognise this is an ongoing learning process.

### First Nations knowledges not on the radar

The idea of integrating First Nations knowledges was quite peripheral to our initial plan. Our priority had been to create a new edition of the OER *Research and Evidence in Practice*, the prescribed text for a core research methods subject across undergraduate health disciplines. The [1<sup>st</sup> edition](#) was published in 2018 and needed major updates to stay current, including enhanced interactivity and accessibility. We assembled an initial team of one health sciences academic and two open education staff from the La Trobe eBureau (all non-Indigenous).

Since the publication of the original edition, First Nations content was included in the health science subject, and as part of that an appraisal of the OER textbook was also arranged. The insights of a First Nations academic led us to recognise that the 1<sup>st</sup> edition of the text was not culturally responsive in its perspective and content. This in itself was an important lesson; OERs enable powerful *potential* for social justice (Lambert, 2018), but it does not follow that *all* OERs are therefore *automatically* culturally safe (Nusbaum, 2020). It quickly became clear that a cultural safety review was needed.

### Understanding cultural safety

We increasingly drew on the perspective of the First Nations team member, which was decisive for identifying a greater range of limitations than we had first understood. We first focused on minimising limitations, but we soon reached a tipping point where we recognised the need to solve more fundamental problems. As a result, this collaboration has become increasingly **reflexive** as we reassessed our purpose.

A key lesson was to understand the distinction between culturally responsive practices and creating actual cultural safety. We learnt that the rapid proliferation and differing interpretations of terminology in this space means deliberate clarity is essential for authentic practice. Based on First Nations-led understandings and appreciating there are shared features, here is how we understand this pair of concepts:



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This distinction enabled us to be clearer about the expanded purpose of our project. It also meant we grasped how we would judge whether our work achieves our goals. For example, recognising the definition of cultural safety meant we used the term more judiciously. As part of this, we understand that the primary criteria for determining whether our open textbook is culturally safe or not for First Nations educators and learners can only be judged by First Nations peoples.

## Tangible resourcing for First Nations engagement

During the initial planning stage, we had advanced our awareness, but our non-Indigenous project members had no lived experience of a cultural safety review. We recognised the need for such reviews and saw it as a high priority because of both informal and institutional leadership in our work environments (within the University and the OER community) about embedding First Nations knowledges. Despite our enthusiasm, our inexperience and biases led to our naïve assumption that including a cultural safety review in the project would be as simple as inviting a First Nations expert to provide one as a separate process to the main work.

Through reflective shared practice, we soon recognised that the work involved in undertaking a cultural safety review is demanding and time-consuming. First Nations people make up a small proportion of university staff, and these practitioners are often over-burdened with requests like these in addition to their regular duties. Tangible support is therefore a key enabler of cultural safety projects to mitigate the risks of burnout for First Nations staff. Ideally, this support provides direct funding for the labour, expertise, and experience required.

In July 2023 the University Library was pursuing diverse avenues to sustainably fund open education projects at the La Trobe eBureau. We successfully identified a funding opportunity through collaboration with the Alumni and Advancement Office. These funds were donated by the family of an international student who tragically passed away during his studies at the University. The family's wish was to fund a project with lasting impact for as many learners as possible (as opposed to a short-term single scholarship).

Several candidate open education projects needed funding, but our proposal was successful because of the advocacy by non-Indigenous professional staff in communicating the project's alignment with both the donor family's wishes and Library management priorities. This advocacy was driven by our fresh recognition of how important it is to tangibly support First Nations contributions, rather than just rely on goodwill and passion.

## Moving forward with new ways of working

Successfully funding the project was a major outcome that laid the foundation for committing to sustained ways of working together cross-culturally and across the traditional academic and professional divide.

## The Third Space: Lateral collaboration across conventional boundaries

We organically created collaborative practices that resemble the ‘Third Space’. Features of this Third Space include lateral collaboration across departments to bring together different expertise and experiences, non-conventional project roles and shared responsibilities, and co-leadership with joint navigation of paradoxes and dilemmas (Whitchurch, 2012, 2015). The non-hierarchical nature of our work within this Third Space enables a two-way, critically reflective process of knowledge sharing and decision making.



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*Figure 1: The Third Space as a shared space of mutual learning: we deliberately avoided using a Venn diagram to emphasise our equal positioning within this shared space. Click the plus signs for details of the cross-departmental project team and for examples of how our practices aligned with the features of a Third Space.*

The Cultural Third Space (a cultural interpretation of the academic-professional Third Space nexus) is another helpful way of explaining how we work. It is a cultural interface where respectful co-leadership can create overlapping spaces to join up synergies between both First Nations and Western knowledges (Nakata, 2002; Dudgeon & Fielder, 2006).

For example, in reimagining our revised OER we do not discard the teaching of Western scientific methods simply because it is Western in origin. Instead, we use First Nations perspectives to critically expose the ways these conventional methods exclude First Nations ways of creating knowledge, including storytelling, as research tools and First Nations worldviews and lived realities which provide important context for quantitative statistics, and how this all adds up to cause significant harm in health sciences research and practice. Combining the benefits of Western scientific methods with knowledge creation based on millennia of First Nations ways of knowing, being and doing supports a decolonising approach that facilitates epistemic equity and justice (Dudgeon & Gray, 2023). Working within this space also shifts the sole responsibility for explaining and justifying the inclusion of First Nations perspectives from First Nations peoples to shared positioning across the team.



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*Figure 2: The Cultural Third Space, an intersection where First Nations and Western knowledges are equally valued and merge to co-create new understandings. Click on the plus sign to see key features of the Cultural Third Space created for this project.*

## Inclusion of First Nations knowledges

Our approach to creating an authentic Cultural Third Space was powerful for planning how to integrate First Nations knowledges into the adapted OER. A “butcher’s paper” approach of ideating, reflecting, and reconfiguring different schemas helped us to transition from an additive approach to a holistic approach.

### Limitations of the default “additive” approach

We initially set out to include First Nations knowledges through a cultural safety review of the book and adding a new separate section or chapters to what existed. What we call the “additive” approach here is a common method used by default where First Nations perspectives are added to fill a gap with minimal changes to existing core content.

The leadership of our First Nations project member enabled us to recognise that simplistically adding content in this way tends to generate problematic outcomes.



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*Figure 3: A simplistic additive approach to including First Nations knowledges in the revised OER. Click on the plus sign to see the problematic outcomes of this approach.*

### Solution – an integrated holistic approach

We consciously decided to not treat First Nations knowledges as separate to the OER’s main content, so we are developing a holistic approach that involves:

- Distinguishing between Indigenisation (adding First Nations content as optionally relevant) and Decolonisation (integrating First Nations content as equally valid)
- Interweaving First Nations knowledges within our explanations, examples, and objectives in every chapter
- A paradigm shift in ways of thinking and working
- Self-determined input from First Nations academic with shared responsibility and ownership of outcomes across the team

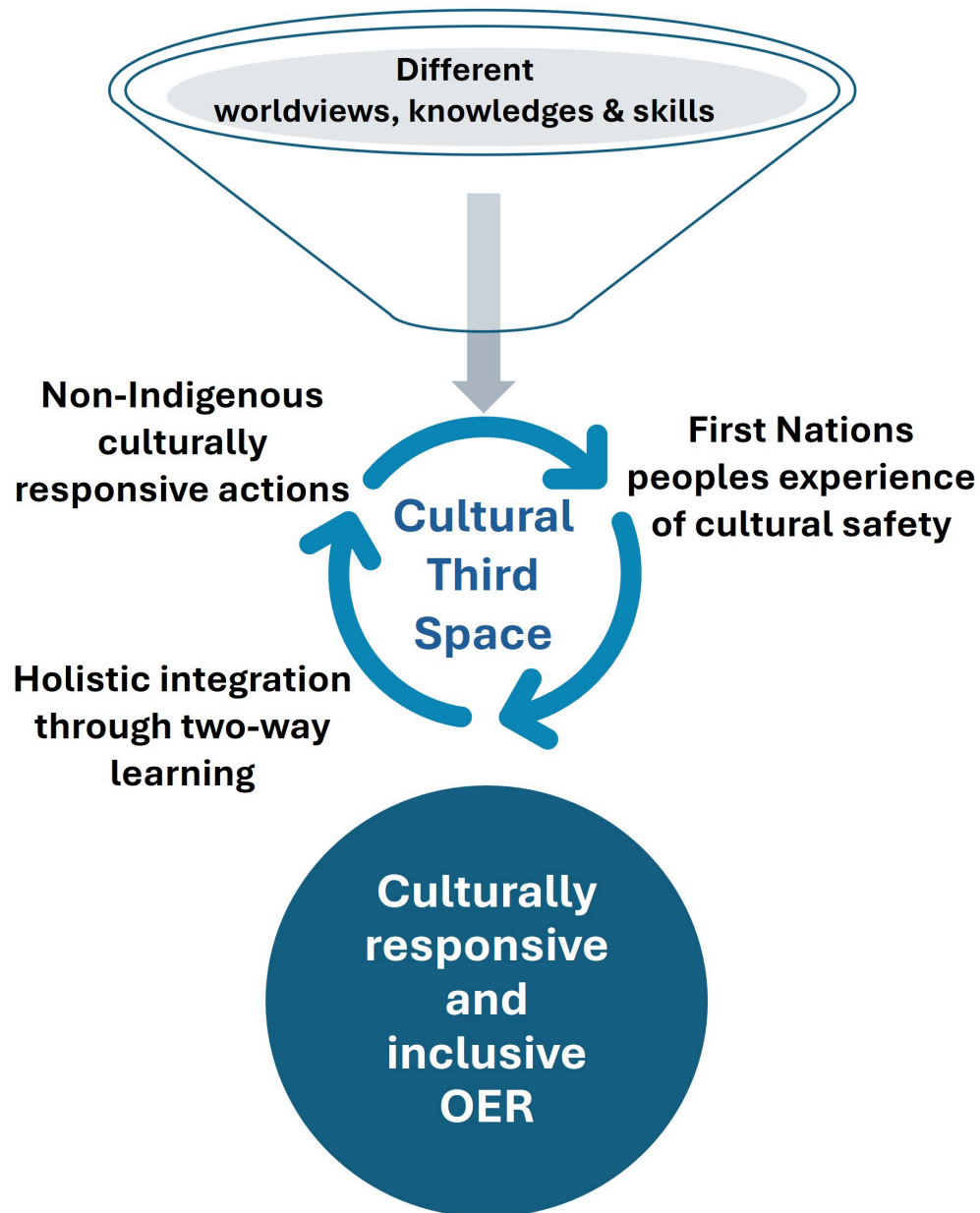


Figure 4: “Holistic approach to integrating First Nations knowledges and worldviews” by the Authors, licensed under [CC BY-NC-SA 4.0](#). [[Go to image description](#)]

Some examples of culturally responsive holistic integration include:



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*Figure 5: Outcomes of holistic integration of First Nations knowledges and worldviews. Click on the plus signs for details of outcomes in each category.*

This integrative approach makes the final product everyone's responsibility and leads to more authentic inclusivity. The paradigm shift in ways of thinking and working can provide a leading example of how to integrate First Nations knowledges into the higher education curriculum more broadly. It is valuable as a respectful approach that is culturally responsive and holistic rather than tokenistic.

## Recognising process as an output

A theme that arose many times is the value of process, not solely as a means to an end, but as a powerful way of transforming our fundamental ways of thinking and working. When expressed clearly and aligned with certain purposes, these ways of working are outputs in their own right that can model effective collaboration for others. This is especially useful in the open education movement, as projects driven by open educational practices (OEP) naturally encourage open ways of working. By sharing these practices as openly licensed artefacts (e.g. this case study), we can extend the [“five Rs” of OER](#) to cover not just content but also practices for benefiting the whole OEP community.

We have developed and continue to refine strong collaborative processes in carving out spaces for generating culturally responsive ways of working together that cultivate mutually beneficial two-way learning. Through critical engagement with the process, our understanding of the project has changed in an organic way, and the final product will be better as a result.

## Non-linear “process as pedagogy”

A powerful aspect we want to highlight is the non-linear nature of how we arrived at where we are. We often found ourselves diverging from “the meeting agenda” into conversations that would conventionally be labelled “tangents”. Normally this might seem like a waste of precious time. On the contrary, it turned out to be the key to reaching our most important lessons and decisions like choosing a holistic way to integrate First Nations knowledges into the OER.

If this involves significant mutual learning, a way to frame this might be “process as pedagogy”.



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*Figure 6: Non-linear ideation. Sometimes in order to go forwards, you need to go backwards or follow unplanned tangents first. Click on the plus signs for details of practical enablers and outcomes of non-linear ways of working.*

## Barriers and Enablers

Through critically **reflexive** practice we were able to identify barriers and enablers for transformative ways of thinking and working to achieve our intended outcomes. These are represented in Figures 7 and 8.



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*Figure 7: Barriers to culturally responsive practice and the potential outcomes. Click on the plus signs to see more details.*



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*Figure 8: Enablers of culturally responsive practice for creating Cultural Third Spaces and the potential outcomes. Click on the plus signs to see more details. See Figure 2 for features of the Cultural Third Space.*

## Navigating open licensing

We encountered and resolved a series of complex open licensing challenges during our journey. Major OER adaptation projects are relatively new to Australian learning & teaching practices. So here we outline these barriers and how we resolved them as our contribution to suggesting norms around these practices.

The first challenge we needed to resolve was the restrictive ND (No Derivatives) license that applied to the original edition of the OER we set out to revise.



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Secondly we needed to reflect on norms for transformative adaptations of open content and consider how best to respect the integrity of the original authors' work while not limiting the changes we feel are necessary.



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A third challenge we encountered was navigating the importance of protecting the sovereignty and integrity of First Nations intellectual property in open licensing contexts which allow for not only access to information but also the freedom to reuse, potentially inappropriately.



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## Final Reflections

Reflecting on our involvement in the project, we've identified key principles that can guide open education practitioners in fostering culturally responsive practices, especially in decolonising knowledge. These principles emphasise the need for intentionality, incorporating diverse perspectives, collaborating with First Nations peoples, and actively challenging existing power structures in education. By adopting these approaches, practitioners can create a more equitable and culturally rich educational environment, ensuring that open educational resources (OERs) not only share knowledge but also respect and reflect diverse ways of knowing.

Our experience highlights key lessons that can be adapted by the Australasian OEP community:

**OERs do not inherently promote social justice.** While they have the potential to increase access to knowledge and enable culturally responsive adaptations of content, achieving true equity depends on the open practitioner's agency to support thoughtful planning, intentional effort, and advocate for funding diverse expertise. Practitioners must go beyond merely creating or sharing resources; they need to address imbalances in representation, accessibility, and cultural relevance to make a meaningful impact on systemic inequalities.

**Gently navigating complexity is critical when generating new knowledge or driving cultural change.** It's not just about working with different methods side by side but embracing the challenges and nuances that arise in creating something new. This complexity demands flexibility, patience, and openness to different perspectives, often leading to more innovative and transformative thinking. Practical steps can support these approaches, such as proactively creating agenda time to accommodate non-linear thinking and scheduling dedicated debrief workshops to mark project milestones. For example, we used this [reflective debrief template](#) designed for open education projects, and this [getting started guide](#) can help with early ideation.

**Effective project planning involves more than just adhering to deadlines.** It requires prioritising relationship-building, fostering safe connections, and allowing space for tangents that lead to deeper insights. Balancing timelines with an organic, flexible process is essential for genuine collaboration. Regular meetings and clear communication ensured the team stayed aligned, allowing us to adapt goals and evolve as the project progressed.

**Lastly, while non-Indigenous individuals can engage in meaningful work independently, authentic decolonisation and true progress occurs when the work is done in collaboration and shared leadership with First Nations partners.** Working together, with co-leadership, fosters respect, shared knowledge, and a culturally informed process. This collaborative approach enhances the quality of the work and has the potential to drive sustainable, transformative change at both the individual and institutional levels, benefiting educational communities as a whole.

## Conclusion

We set out to achieve a standard, strict-to-timeline, efficient output of an updated undergraduate open textbook. Our cultural safety review of the 1<sup>st</sup> edition acted as a catalyst to create a whole new range of practices and artefacts. We needed to re-examine what we were trying to achieve and critically reflect on how to produce something that is truly culturally responsive, inclusive, engaging and accessible. We didn't take the easy route or step back from challenging conversations.

Both the text and our processes engage with First Nations ways of knowing, being and doing and are a step towards normalising holistic and integrated approaches to incorporating First Nations knowledges



in education resources. Our case study demonstrates how respectful, reciprocal collaborative partnerships between First Nations and non-Indigenous team members can provide a decolonising lens to challenge entrenched conventional ways of working and reimagine OERs as culturally safe resources designed for universal accessibility.

In creating and working within an authentic Cultural Third Space we have identified future directions for expanding culturally responsive practices in the growing Australian OER movement and invite open practitioners to use the story of our journey as a catalyst for wider change.

## In practice

By adopting these approaches, practitioners can create a more equitable and culturally rich educational environment, ensuring that open educational resources (OERs) not only share knowledge but also respect and reflect diverse ways of knowing.

The following key lessons can be adapted by the Australasian OEP community:

- OERs do not inherently promote social justice
- Gently navigating complexity is critical when generating new knowledge or driving cultural change
- Effective project planning involves more than just adhering to deadlines
- While non-Indigenous individuals can engage in meaningful work independently, authentic decolonisation and true progress occurs when the work is done in collaboration and shared leadership with First Nations partners. Working together, with co-leadership, fosters respect, shared knowledge, and a culturally informed process.

---

## Image descriptions

Figure 4: Holistic approach to integrating First Nations knowledges and worldviews

Image represents bringing together different worldviews, knowledges and skills creates a Cultural Third Space encompassing culturally responsive actions by non-Indigenous peoples, holistic integration through two-way learning and culturally safe experiences for First Nations peoples. The outcome from working in the Cultural Third space is a culturally responsive and inclusive OER.

[\[Return to Figure 4\]](#)

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<https://figshare.com/authors/wd/4605358>

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# BUILDING A COMMUNITY OF OPEN PRACTITIONERS

University of Southern Queensland

Dr Adrian Stagg

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## Overview

The use of competitive institutional and external grants to support both educational transformation, and the scholarship of teaching and learning (SOTL) is a mainstay of the university sector. The use of funding, and research frameworks provide both time and conceptual spaces for deeper exploration, and the renewal of curriculum practices to better align with not only the needs of learners, and emerging discipline narratives and assessment, but the institution's mission, and wider society.

Superficially, grants are uncritically accepted within the university sector as vehicles for change, yet outcomes are often isolated, and disconnected beyond the immediate context. Furthermore, the challenge is to sustain and strategically integrate change, rather than rely on successful outcomes *'through the heroic efforts of a dedicated team, rather than repeating proven methods of an organization with a mature... process'* (Paultk et al., 1993, p. 18).

Open educational practices (OEP) are positioned at the University of Southern Queensland (UniSQ) as a form of practice- and values-led change, requiring a community approach that privileges personal, professional, and conceptual connections throughout the institution and to a wider community of external practitioners and advocates. This chapter describes the theoretical underpinnings of an OEP grant program, that is translated into practice, and thence to transferable, reproducible practices for organisations seeking similar outcomes.

## Using this case study

This case study is useful for organisations seeking to implement an open educational practice (OEP) grant program that:

- Builds effective community ownership of change
- Contributes to successful academic promotion applications
- Saves students thousands of dollars in textbook costs

## Key stakeholders

Ultimately, successfully translating institutional strengths, isolated good practice, and strategic directions into actual educational change at the course level is contingent on engaging with, and securing commitment from, those affected by the intended change. Whilst UniSQ could identify pockets of existing OEP and individual champions, no systemic adoption of open education had occurred beyond the UniSQ College (a section of the institution dedicated to non-traditional pathways into degree study). The internal OEP Grants, deliberately designed to engage staff in owning educational change, were offered, and refined across several iterations between 2016-2022. Communications with Faculty L&T leaders, librarians, learning designers, and media producers were backed by information sessions, and grant writing workshops that raised awareness of OEP, supported prospective applicants to shape their ideas and align with OEP principles and processes, and connect them with potential ongoing partners across the institution.

## Background

Whilst the initial grant offering was positioned as a trial, the intent was – budget willing – to refine the offering over subsequent years to ensure the longevity of OEP, and recruit additional faculty staff based on the communication of successful outcomes by their peers. The program required a robust, empirical foundation serving the dual basis for staff engagement, and potential for research dissemination.

Conceptually, Fullan and Stiglebauer's theory of educational change (1991), was paired with Wenger's Communities of Practice (2010) to guide the program design. The theory of educational change comprised four environmental triggers, namely (i) staff need to actively participate in change seeking behavior usually starting in small groups and building in scope, (ii) that pressure exists to change and that support exists to facilitate and navigate change, (iii) that successful change requires attitudinal and behavioral change, and (iv) that participants take ownership of the process as their confidence increases.

The core aspects of Communities of Practice defined the space as one focused on a specific 'domain' of knowledge, that learning is contextual and collaborative, and driven by participants who designate the community as a 'safe space' for discussion, experimentation, success, and failure. Furthermore, the centrality of member agency and autonomy was supported by placing the program coordinator (the Manager, OEP) as a facilitator who responded to community needs, often as an intermediary between the



community and the wider university or open education community – enacting a form of servant leadership (Greenleaf, 1998).

## Project description

Operationalising the conceptual framework required steady, authentic reinforcement within the community to co-create behavioural and social norms. Communities require time to grow organically, and within the constraints of comfort and engagement of the membership. The grants initially covered twelve months and were later extended to eighteen months based on participant feedback. The longer period also provided more space for community building, and establishing a trust-based environment.

In practice, successful applicants were invited to an orientation session, where the grant principles and processes were reiterated. Each applicant (or team of applicants) was asked to bring a precis of their project and outcomes to share with the community, and to field questions. The orientation concluded with the grant awardees collaboratively setting a time for their monthly community gathering (the term ‘gathering’ rather than ‘meeting’ was always used to distance the expectations for action away from any administrative function, and toward a term that evoked fellowship and sharing). Their ‘homework’ from this session was to consider a set question and return in a month with answers for discussion. The initial question was always *‘if you could ask this community to make you three promises, what would they be?’*.

Commonality of responses was discovered across the years of offer, namely asking the community to promise (i) to be present at the gatherings and engage to the best of their ability, (ii) that the community space be ‘judgment-free’ and seek to build practice and support members, (iii) that the community space be a place for the free but respectful exchange of ideas and opinions, and that said discussion remain confidential within the community, and (iv) that anyone can ask for help, and that community members would endeavor to share generously. The ‘promises’ were collated, and became a ‘community charter’ and shared with all members as an internal document. Some examples of the promises included asking everyone in the community to be actively present during community time, to be professional and kind when offering feedback or suggestions for improvement, and to respect that members may arrive with differing levels of energy to offer. In future sessions, activities were explicitly linked back to the charter whenever possible, to ensure it was a part of the lived community, rather than a single ‘ice-breaker-style’ question. Additionally, the first fifteen minutes (not timed, but rather gauged by the group) were for ‘fellowship’ (Wenger, 2010). This was an opportunity for community members to enter the space, enjoy refreshment, mingle, and ease into the community mindset. Fellowship time became a successful liminal or transitional space between day-to-day tasks, and the community activities.

Each gathering began with the question *‘what is one grant-related activity you would like to celebrate?’*, serving the dual purpose of peer validation for success (no matter how small), and a progress report. As the members became more comfortable within the grant lifecycle (usually about three to four months into the program), they would also use this as an opportunity to ask for feedback on next steps, or to ask for

support. Members would often meet outside of the community gatherings to pursue outcomes, or share expertise.

Facets of the knowledge domain were identified by the community, and guest speakers from across the university (and sometime the sector) were invited to the space (actioned by the grant coordinator as facilitator for the community). New domain knowledge (such as Creative Commons licencing, or open assessment) would always be followed by reflective time to consider how this knowledge fit within disciplinary norms, personal teaching philosophies, and the reality of learning and teaching in the university. By explicitly providing time to integrate new knowledge with existing practices, members could glean individual value, and engage in focused discussion that could lead to changed practice. Often, new topics for exploration would emerge, and the cycle would begin anew at next month's gathering.

As the gathering concluded, awardees would commit to outcomes for the following month, against which they would report. The format for every gathering can be summarised as:

1. Fellowship time – building community, providing transitional/liminal space.
2. What do you have to celebrate? – peer validation and accountability, opportunity to seek assistance
3. What will we learn today? – expanding and contextualising the knowledge domain, identifying future avenues for building knowledge
4. What will you do in the following month? – goal setting, enacting new knowledge

## Key outcomes

Interviews were conducted by a third-party research assistant after the first six months, twelve months, and then at the program conclusion (eighteen months). Overwhelmingly, awardees spoke positively of the experience, describing the community as critical to their learning, sense of belonging, and a key contributor to their individual success. Most interviewees specifically mentioned the monthly meeting frequency as integral to generating and refining ideas into practice, as well as a strong motivator for progress and accountability. In every case, interviewees stated the ongoing community aspect as absolutely essential for future offerings of the program. Interviewee statements included:

On contextualising learning as lived practice:

And so I go out there like, you know, like Little Red Riding Hood in the woods, with all my ideas in the basket and then suddenly come across the big bad wolf. What happened was, I had to really struggle to understand what creative commons licensing meant in practice. And I'm not very good with abstract figures and concepts unless they're embedded in a real experience that makes sense to me.

On collaboration:

There are other people there to help you see and just knowing that is really

important. So that's another thing that it has changed for me with the openness, is knowing how many people are involved and sorts of things that they can help with, here at the uni particularly. But beyond the uni as well, you know through USQ's involvement with other organizations around openness, that all helps. I kind of feel like, if I wanted to do other stuff, I have more knowledge about who to go and ask.

#### On sharing project updates

I think working with a team has been really good. Listening to other people, when we go to meetings...there are other people doing their own projects and the way they were doing them was a real eye-opener. It was something that gave me ideas, things to aspire to.

From a purely quantitative perspective, grant program outcomes included:

- Engaging fifty-seven staff across sixteen subject areas
- Providing benefit to 9,665 students with a total student savings of AUD352,615.00
- Generating a further AUD43,500 in subsequent external grants
- Producing fifty-four published outcomes including journal articles, book chapters, conference papers and presentations, internal invited L&T presentations, and invited speaker opportunities from other universities, and
- Anecdotal evidence showed the outcomes from the grant program contributed to successful academic promotion applications.

## In practice

The UniSQ OEP Grants Program is a transferable, repeatable program that supports education change, and successful completion and integration of open educational practices by individuals and teams across the institution. The rationale – change-focused bounded communities of practice – and format have been discussed in this chapter, and further investigation of the references in this chapter provides conceptual guidance.

The final recommendation concerns community as a place to 'lift up' practice and seek opportunities to disseminate outcomes both institutional and within the sector. Grant awardees were provided ample opportunity to highlight, celebrate, and disseminate their work by:

- Including grant awardees in Open Access Week webinars
- Guiding grant awardees toward open education conferences and events
- Connecting with other communities (such as the ASCILITE OEP Special Interest Group).

This chapter shows that community ownership of change is effective, but effective community building stems from being deliberate and purposeful.

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Dr Adrian Stagg  
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Dr Adrian Stagg is currently the Manager (Open Educational Practice) for the University of Southern Queensland. His career has included both public and academic libraries, as well as positions as a Learning Technologist and eLearning Designer. Adrian holds a PhD from the University of Tasmania, focusing on the Ecology of Open Educational Practices in Australian Higher Education; and previously a Master of Applied Science (Library and Information Management) from Charles Sturt University.

Adrian is the co-founder of the ASCILITE Australasian Open Education Practice Special Interest Group (OEPSIG) and remains one of the Co-Conveners. He has led the Council of Australian Librarians

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Adrian was awarded the Council of Australasian Leaders in Learning and Teaching (CAULLT) ‘Advancing Academic Development Award’ in 2019, and In 2023 he and colleague Nikki Andersen received an AAUT ‘Citation for Outstanding Contributions to Student Learning’ for the work conducted in UniSQ’s Open Education Grants Scheme.

During 2024, he is the Chair of the international OE Global Conference. This marks the first time the conference has been held in Australia.

His research areas include the ecology of open educational practice and higher education policy as it relates to and supports, open educational initiatives.

# APPENDIX

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In the spirit of Open, we have made the following documents available which were used during the creation of this resource.

## Templates

### Case Study Structure

- [Word file – Case Study Structure \[.docx\]](#)
- [Google doc – Case Study Structure](#)

### Peer Review Guide

- [Word file – Peer Review Guide \[.docx\]](#)
- [Google doc – Peer Review Guide](#) (most functional in this format)

### Peer Review Workflow Example

- [Word file – Peer Review Workflow Example \[.docx\]](#)
- [Google doc – Peer Review Workflow Example](#)

# OER GLOSSARY

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## 5Rs

A set of fundamental rights attached to all openly licensed content: retain, reuse, revise, remix, and redistribute.

## Adapt

To modify an original work so that the work serves a new use or purpose; for example, a novel may be adapted into a screenplay or a programmer may adapt (modify) software so that it functions in a different way. The copyright applied to the work determines whether or not adaptation is permitted.

## Adaptation

Modifying or customising openly-licensed materials to better fit the specific needs of a particular audience, context, or educational purpose.

## Advocacy

The act of actively supporting, promoting, or arguing for a cause, policy, or group. Involves efforts to influence decisions, raise awareness, and mobilise resources to address specific issues or needs.

## AI

The simulation of human intelligence processes by machines, especially computer systems

## Androgogy

[Androgogy](#) refers to methods and principles used in adult education and is used to distinguish the concepts being discussed from [pedagogy](#), which is about child education.

## Attribution

A statement that ascribes a work to its artist, author, or creator and that specifies the rights or licensing terms for lawful use of the content by others. Attributions generally include the title of content (linked to the original source); the named author, creator, owner, and/or copyright holder; if applicable, a Creative Commons licence type and version (linked to the licence) or other licence type; and, if applicable, a copyright symbol with date and copyright holder.



## Australasian Open Educational Practice Special Interest Group (ASCILITE OEP SIG)

The OEP SIG is a cross-institutional, practice-led, evidence-based community of Australasian higher education practitioners, sponsored by ASCILITE. The SIG offers value to the sector by providing a space for practice- and experience-sharing, open discussion, professional learning, and access to free and open resources. Find out more here: <https://oepoz.wordpress.com/>

## Authentic assessment

An evaluation method that asks learners to apply their knowledge and skills in real-world or realistic contexts, rather than through traditional tests or exams. It emphasises practical, meaningful tasks that allow learners to demonstrate critical thinking and problem solving abilities.

## Cultural responsiveness

Cultural responsiveness is a transformative approach that describes the knowledge, attitudes, behaviours and actions required to appropriately respond to diverse cultural preferences, aspirations, and needs. It is what is needed to transform systems; how individuals work to deliver and maintain culturally safe and effective practice. It must incorporate knowledge (**knowing**), self-knowledge and behaviour (**being**) and action (**doing**), which makes it innately transformative.

[Indigenous Allied Health Australia \(2019\)](#)

## Cultural safety

Cultural safety for First Nations peoples requires an analysis of power relations to create an environment where Aboriginal and Torres Strait Islander peoples report that:

- their experiences are believed and validated
- their cultures are centred and valued in policy development, research, evaluation and service design and delivery
- they feel welcomed and respected in policy, research, evaluation and service environments
- they see other Aboriginal and Torres Strait Islander people working in the policy, research, evaluation or service context
- they do not experience any form of racism in policy, research, evaluation and service contexts or processes

[\(Mohamed et al 2024\)](#)

## Cultural Third Space

A cultural interface where respectful co-leadership can create overlapping spaces to join up synergies between both First Nations and Western knowledges. This space is not about the dominance of one

system over the other but about the coexistence and negotiation between them in a safe and inclusive space.

[Nakata \(2002\)](#)

[Dudgeon and Fielder \(2006\)](#)

## Derivative

A derivative work is one which has been adapted from an original work or remixed from many works. It may also be a derivative of a derivative work. The term "derivative" signals that this work is not the original. It is good practice to indicate in an attribution how the original work was changed in the derivative.

## Equity

The principle of fairness and justice in the distribution of resources, opportunities, and treatment among individuals or groups. In practice, equity involves access, opportunity, and support.

## Generative AI (GenAI)

A subset of artificial intelligence that focuses on creating new content, such as text, images, videos, audio, and even code, in response to specific prompts

## Inclusivity

The practice of creating environments, systems, and communities that welcome, respect, and value diverse individuals and groups. Key aspects are diversity, accessibility, engagement, respect & representation, and support.

## La Trobe eBureau

An open education program which works with teaching staff to develop themselves into open practitioners by using OER to engage in open educational practices. Based at La Trobe University and hosted by the Library.

## Microlearning

A learning approach that delivers educational content in small, focused, and easily digestible units, typically lasting a few minutes. Often used in corporate training, language learning, and skill development where learners benefit from short, targeted instruction.

## OEP SIG

The open educational practices (OEP) special interest group of ASCILITE (which is a community

of professionals and academics working in fields associated with enhancing learning and teaching through the pedagogical use of technologies).

### OER-enabled pedagogy

Learning and teaching practices that are made possible (or practical) in the context of OER because of permission to engage in the 5R activities: Retain, Reuse, Revise, Remix, and Redistribute. This term is deliberately as broadly meaningful as possible to the widest range of open practitioners.

### Open access

The free and unrestricted availability of scholarly research, learning and teaching materials, and related outputs published under licenses that allow users to not only access the content freely but also adapt, modify, and redistribute it

### Open education

An educational philosophy and movement that promotes accessibility, inclusivity, and collaborative learning, aiming to remove barriers to education for all learners. Encompasses a broad range of concepts and practices that go beyond just open educational resources (OER) and open educational practices (OEP).

### Open Education Resources (OER)

Open Education Resources (OER) are learning, teaching and research materials in any format and medium that reside in the public domain or are under copyright that have been released under an open license, that permit no-cost access, re-use, re-purpose, adaptation and redistribution by others.

### Open educational practices (OEP)

Teaching techniques and academic practices that draw on open technologies, pedagogical approaches and open educational resources (OER) to facilitate collaborative and flexible learning.

### Open Educational Resources (OER)

Open Educational Resources (OER) are learning, teaching and research materials in any format and medium that reside in the public domain or are under copyright that have been released under an open license, that permit no-cost access, re-use, re-purpose, adaptation and redistribution by others.

### Open pedagogy

A series of practices which involve engaging students in a course through the development, adaptation, or use of open educational resources

## Open practitioner

An educator or professional who actively engages in the use, creation, and promotion of open resources and practices to enhance teaching and learning

## Open scholarship

A collaborative approach to research, education, and knowledge dissemination that emphasizes accessibility, transparency, and inclusivity. It aims to democratise knowledge production and sharing.

## Reflexive practice

A deeper level of self-examination than reflective practice, focusing on the practitioner's own biases, assumptions, and influence on their work in order to develop a more nuanced and ethical approach to their work.

## Remix

Remixing OER involves adapting or combining the content of more than one existing OER. Remixing includes considering whether the licences on the existing OER are compatible.

## Renewable assignments

Renewable assignments are a type of authentic assessment that can engage students with online learning and enhance their graduate employability.

## Scholarship of learning and teaching

Systematic inquiry into teaching practices and student learning, with the aim of improving educational outcomes by actively researching, reflecting on, and sharing innovative teaching practice.

## Student-generated OER

Educational materials created by students as part of their learning process, which are then openly licensed and shared for others to use, adapt, and distribute

## Sustainability

The practice of meeting present needs without compromising the ability of future generations to meet their own needs

## Third Space

A unique area where academic and professional domains intersect, creating a collaborative environment that transcends traditional university boundaries and silos. These ways of working help

to address complex challenges in higher education through integrated practice and the development of new perspectives.

### Uniform Resource Locators (URL)

The web address of an online resource shown at the top of the browser, usually beginning "https://".

### Version history

Version histories record the details of incremental changes in an OER. They are often included as a separate page towards the end of a resource and are an effective way of ensuring readers are aware of any updates or corrections to a resource. Version histories are different from entirely new editions of a resource. Each edition may have its own incremental version history.

### Zero Textbook Cost (ZTC)

Programs, courses or subjects for which students do not incur any costs for purchasing course materials/textbooks (zero cost)

# REVIEW STATEMENT

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Rigorous resources cannot exist without the selfless work of our academic peers.

We give thanks to the following people who generously dedicated their time and expertise to contribute to the book and provide valuable feedback through peer review.

Name	Title	Affiliation
Ben Archer	Associate Lecturer - Career Development	James Cook University
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# VERSIONING HISTORY

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This page provides a record of changes made to this book. Each set of edits is acknowledged with a 0.1 increase in the version number. The exported files reflect the most recent version.

If you find an error, please contact [oercollective@caul.edu.au](mailto:oercollective@caul.edu.au)

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Version	Date	Change	Details
1.0	15 November 2024	Published	
1.1	13 June 2025	Author details updated (minor edits)	Library-Led Initiatives chapter

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