The open educational resources (OER) movement has been prominent on the accessibility and inclusivity agenda. However, the OPAL report: Beyond OER – Shifting Focus to Open Educational Practices, suggests extending the focus beyond the use of OER into innovative OEP. OEP is defined as “a broad description of collaborative practices that include the creation, use, and reuse of OER, as well as pedagogical practices employing participatory technologies and social networks for interaction, peer-learning, knowledge creation, and empowerment of learners” (Cronin, 2017:17).

What did we do?

Teaching & Learning component
- Lecturers introduced OEP into a second-year, interprofessional (IP) module.
- Working in IP teams, 1734 health and social care students conducted research and used open technologies to design a learning object.
- Learning objects were assessed, and with students’ consent, shared as OER.

SoTL Research component
- **Aim of the study:** Explore students’ perceptions on the use of OEP in undergraduate, interprofessional education (IPE).
- **Ethics approval** was granted.
- **Research paradigm:** Constructivist-interpretivist.
- **Methodology:** Qualitative study.
- **Sampling:** Voluntary non-probability sampling was used.
- **Study population:** 1734 health & social care students registered for the second-year, IP module.
- **Obtained voluntary consent** from 1145 students.
- **Data-collection method:** Written reflection activity using open-ended questions.
- **Data analysis:** Thematic analysis.

Findings & Discussion

Theme 1: OEP as a way of learning
- Perceived introduction of OEP as very positive.
- Increased engagement with the subject matter, better understanding, and knowledge retention.
- Valued learning new skills, being creative, co-constructing knowledge, and developing a learning object that can be used for more than just assessment purposes.
  
  “The research that you had to do, and the fact that you can take one dimension of the wellness wheel and apply your discipline to create an OER, and that each student had a different perspective on the dimension (P130503550, D11/03/2021, 01:03).”

Theme 2: Learning gains through OEP
- Noted knowledge is power and felt empowered by creating an OER that can make a difference beyond the classroom context.
- Valued the development of transferable skills.
- Enjoyed using and developing of OERs.
- Experienced challenges in finding and creating OER.
  
  “I learnt a lot from creating the OER and will be able to use programs such as canva and pikochart in the future to create more” (P130407573, D11/02/2021, 01:06).”
  
  “I think OER’s should be included because they allow creativity and make learning interesting and fun” (P130433490, D11/02/2021, 08:03).”

References


OPAL Report., 2011. ‘Beyond OER: Shifting focus to open educational practices.’

*Corresponding author & Presenter: Yolandé Heymans*
Centre for Health Professions Education (CHPE)
Faculty of Health Sciences, North-West University
Potchefstroom, South Africa
yolan.de.heymans@nwu.ac.za