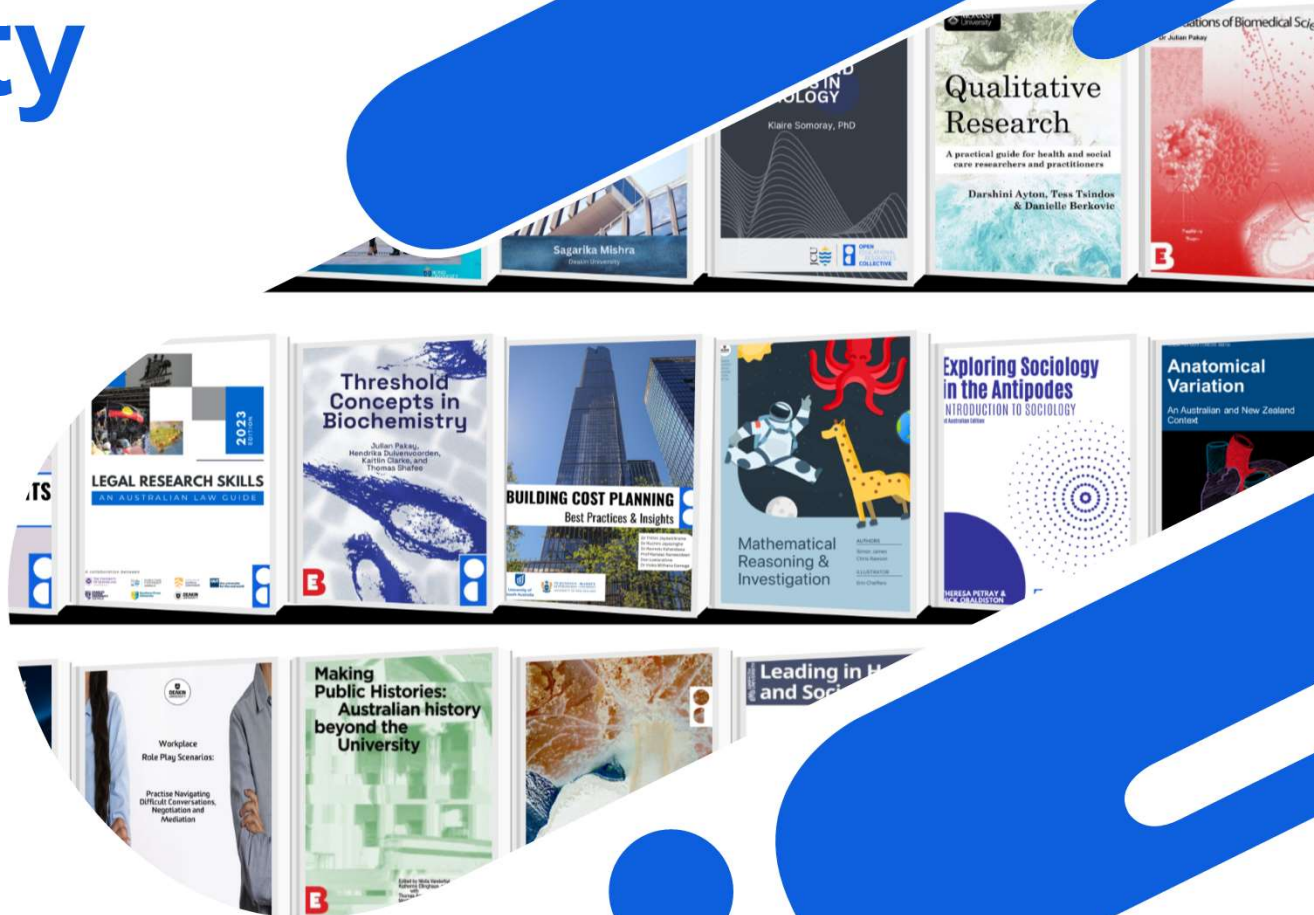


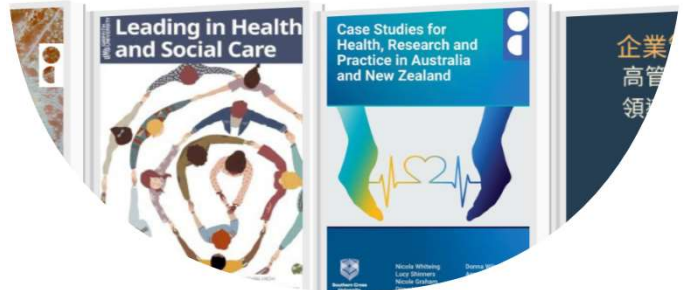
Community Day #1



Tuesday
13 February 2024

The event will commence at 9:00am AWST / 10:30am ACST / 11:00am AEST / 11:30am ACDT / 12:00pm AEDT / 2:00pm NZDT

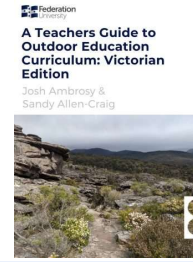
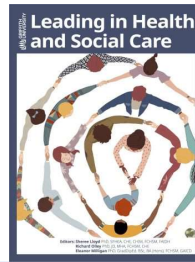




This session

- Will be recorded and made available after the event.
- Microphones will be switched off during the event. You are welcome to leave your camera on.
- Use the chat as a backchannel to discuss the presentations, share links, etc.
- If you have questions, please add them to Slido. The event code is **#1440 468**.

SCHEDULE



11:10am (AEST) **DEVELOPING OER AT TRANS-TASMAN UNIVERSITIES**
Katya Henry & Rani McLennan (CAUL)

11:30am (AEST) **LEADING IN HEALTH & SOCIAL CARE**
Bonnie Dixon (Griffith University)

11:45am (AEST) **AN AUSTRALIAN AND NEW ZEALAND HUMAN RESOURCES MANAGEMENT GUIDE TO WORK HEALTH AND SAFETY**
Lynnaire Sheridan, Richard White & Kate Thompson (University of Otago)

12:00pm (AEST) **QUESTIONS**

12:10pm (AEST) **CONFIDENT SUPERVISORS: CREATING INDEPENDENT RESEARCHERS**
Susan Gasson & Christine Bruce (James Cook University)

12:25pm (AEST) **A TEACHERS GUIDE TO OUTDOOR EDUCATION CURRICULUM: VICTORIAN EDITION**
Allison Hadfield & Josh Ambrosy (Federation University)

12:40pm (AEST) **QUESTIONS & CLOSE**

DEVELOPING OER AT TRANS-TASMAN UNIVERSITIES

Katya Henry

Director, Strategy & Analytics
CAUL

Rani McLennan

OER Collective Project Officer
CAUL

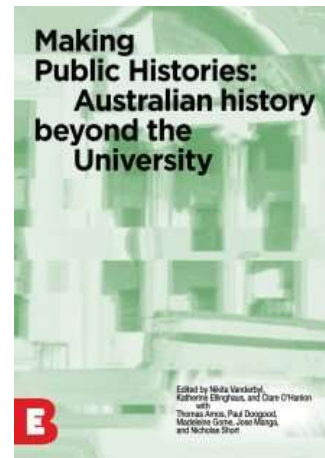
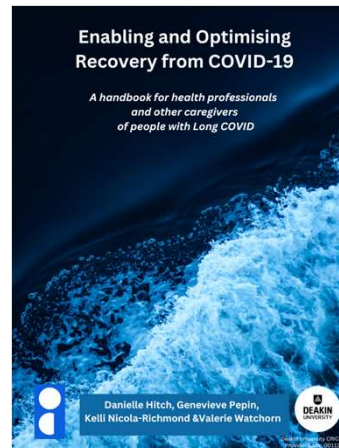


['Australia map'](#) by Catarina Sousa via Pexels

WHAT IS IT?

"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."

[Recommendation on Open Educational Resources \(OER\)](#) at UNESCO General Conference, Paris, 25 November 2019





WHY?

Benefits educators

- Flexibility in curriculum
- Localise content
- Retain copyright

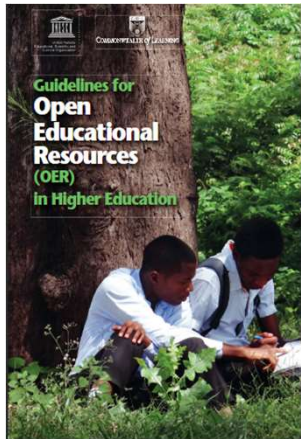
Benefits students

- Free textbook
- No time limit on access

Benefits libraries

- Save money on acquisition
- No need to manage complex user access models

HOW WE GOT HERE



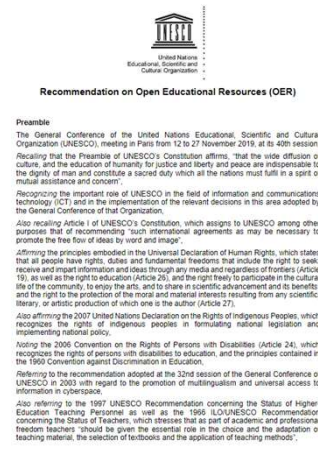
[Guidelines for open educational resources \(OER\) in higher education](#) © UNESCO and Commonwealth of Learning 2011



[Paris OER Declaration](#) presented at the UNESCO World OER Congress, Paris, on 20-22 June 2012



2030 Agenda for Sustainable Development, United Nations, 2015



[Recommendation on Open Educational Resources \(OER\)](#), UNESCO General Conference, Paris, 25 November 2019

HOW WE GOT HERE



CAUL members = 39 Australian University Librarians & 8 New Zealand University Librarians



CAUL Strategy 2020-2022



Three key areas:

- 1) Enabling a Modern Curriculum through Open Educational Resources
- 2) Enabling a Modern Curriculum through Students as Partners
- 3) Enabling a Modern Curriculum Conference



Pilot 2022-2023



HOW WE GOT HERE



CAUL Strategy 2023-2025



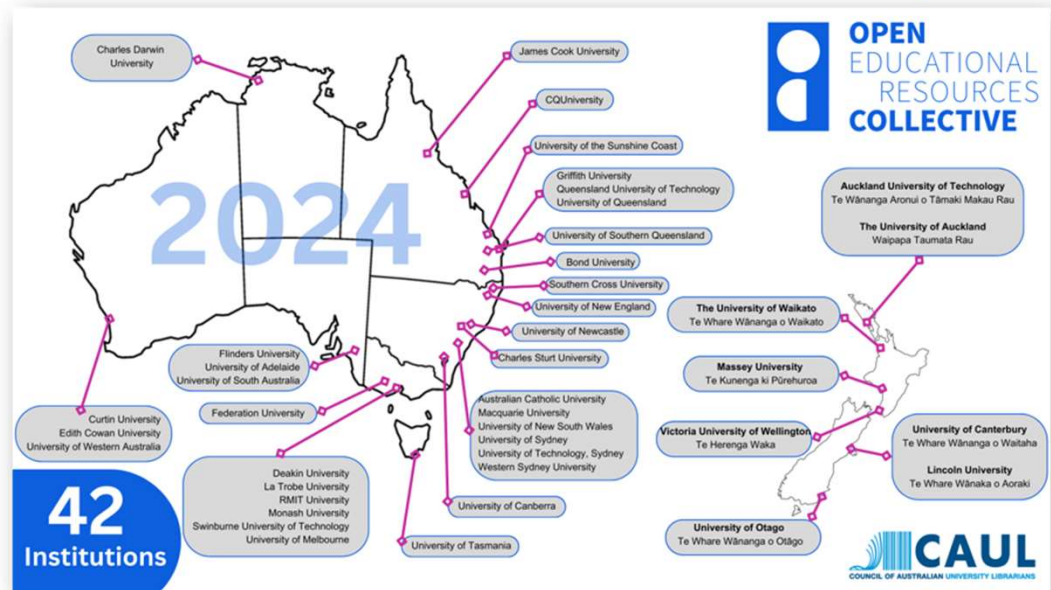
Open Educational Resources

CAUL will deliver a program of engagement and advocacy designed to raise the profile of open educational resources with government and key higher education sector stakeholders. CAUL will lead sector wide initiatives that focus on developing capacity and capability to publish open textbooks and other open educational resources. CAUL will work closely with key stakeholders in the higher education sector to advance open educational resources within the broader open educational practice agenda.



Fiona Salisbury

Executive Director, Library Services at Western Sydney University
& Program Director, CAUL Open Educational Resources Program



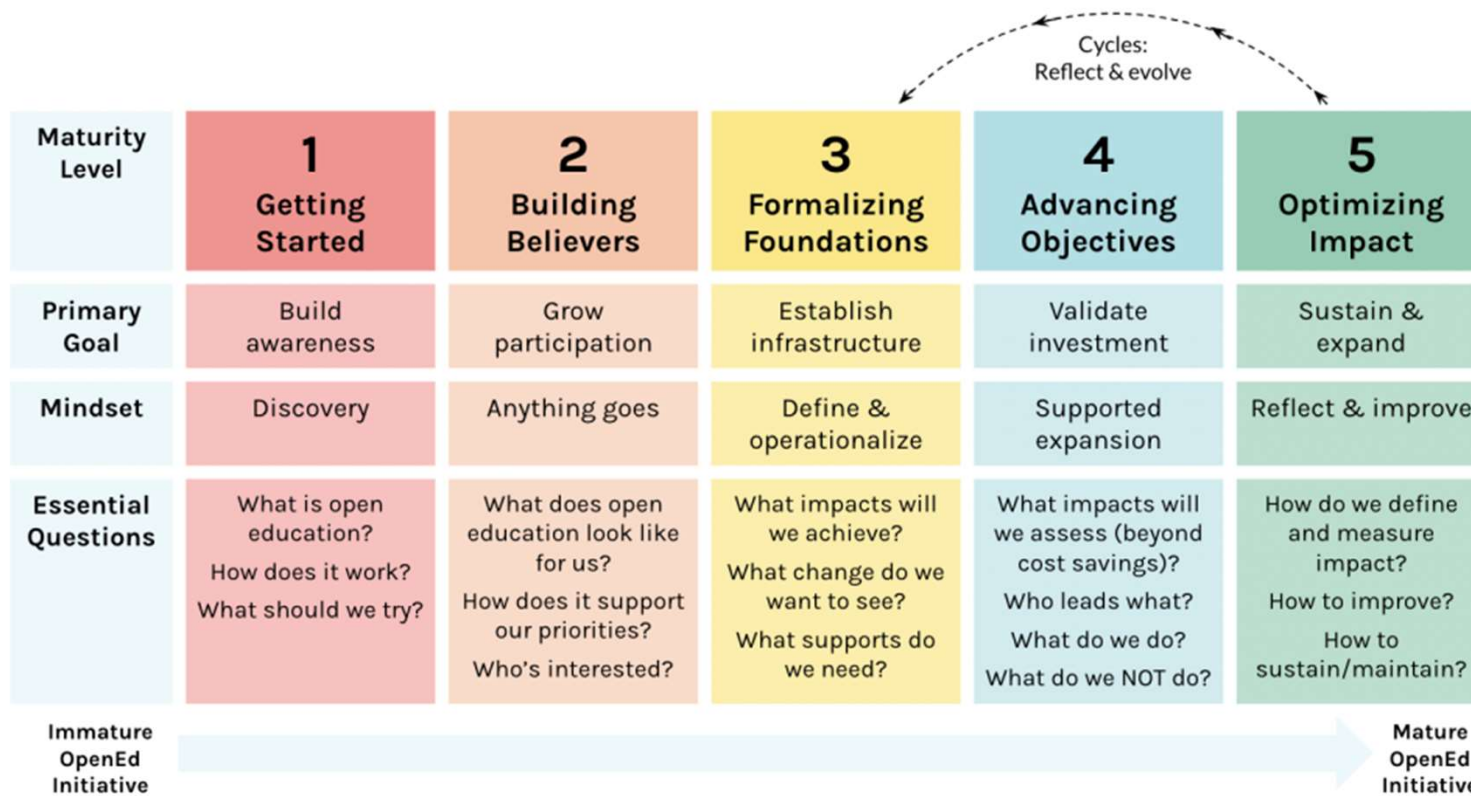
Service 2024-2025

OUR GOALS

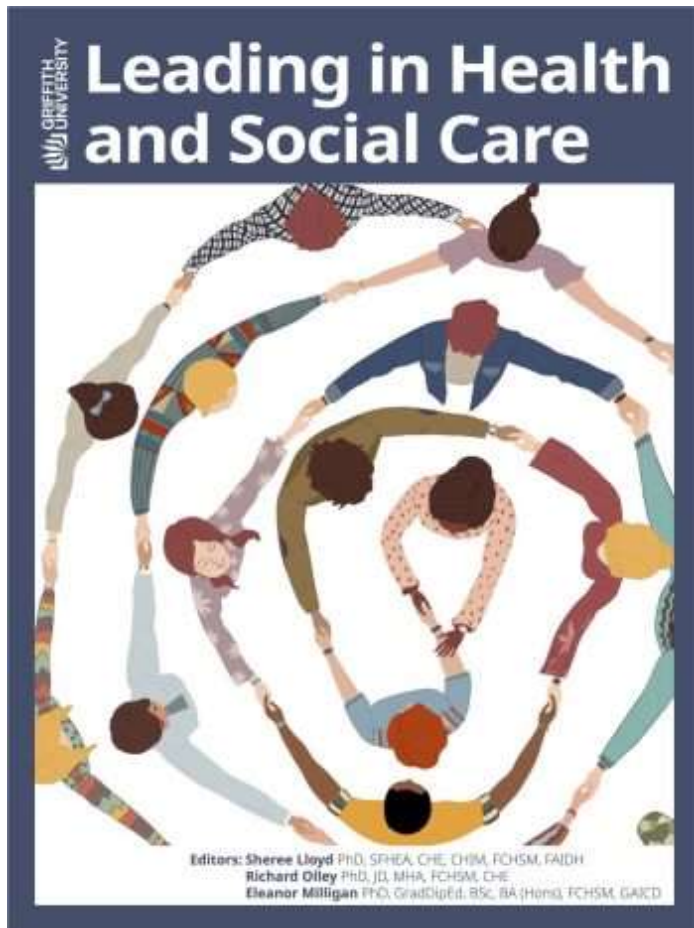


1. Build infrastructure, capacity and achieve tangible outcomes to **move the OER agenda forward at a national level.**
2. Facilitate **collaborative authoring and publishing of open textbooks** in targeted priority disciplines, with a preference for the inclusion of **local and/or Indigenous content.**
3. Allow Member institutions to **publish their own textbooks in disciplines of their choosing.**

THE OPEN EDUCATION MATURITY MODEL



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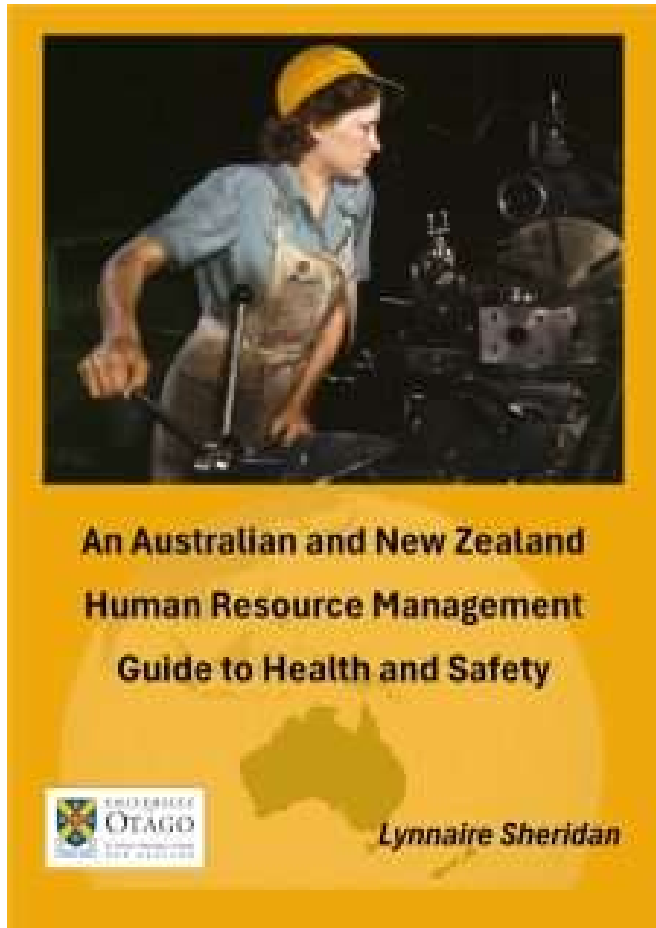


Bonnie Dixon

Discipline Librarian
Learning and Teaching Services
Griffith University

Publisher: Griffith University

Editors: Sheree Lloyd (University of Tasmania)
Richard Olley (Griffith University)
Eleanor Milligan (Griffith University)



Lynnaire Sheridan

Senior Lecturer
University of Otago

Kate Thompson

Law Librarian
University of Otago

Richard White

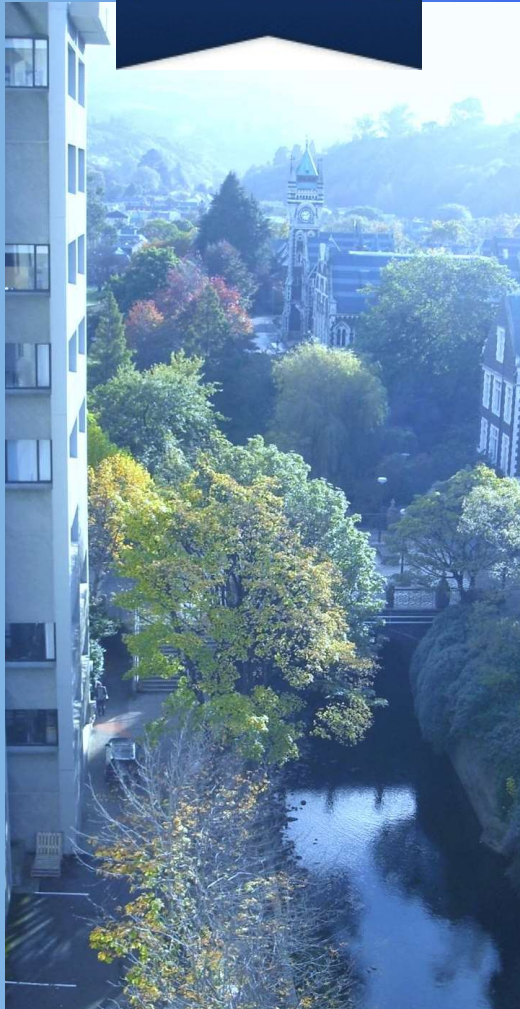
University Copyright Officer
University of Otago



Publisher: University of Otago

Author: Lynnaire Sheridan (University of Otago)





An Australian and New Zealand Human Resource Management Guide to Health and Safety



Lynnaire Sheridan



How it all started

- OER seminar publicising CAUL Open Textbook Project
- Initially based around 6 audio-visual animated resources but it grew!
- Time from initiation to publication
2022 (mid-year) - participating, thinking and 'some' doing
2023 – making it a priority & not waiting for 'opportunity'



Who worked on the project?

- Informal assistance from Library contact
 - creating images
 - proofing reading and referencing for APA style
- Research Assistant
 - Proof reading for grammar and consistency
- Copyright related to images and content
 - professional videos
 - made images as required



Successes

- 406 unique visitors, 1065 page reads (as at 12/01/24)
- Already potentially saved a life?
- Uptake in different divisions in University of Otago and University of Wollongong
- *Success is built on proactive, personalised, promotion*



Tips

- Tell people the 'why'
- Create mutual wins
- Turn challenges into opportunities

QUESTIONS?

Slido event code **#1440 468**



Susan Gasson

Senior Lecturer, HDR Advisor Development
James Cook University

Christine Bruce

James Cook University



Publisher: James Cook University

Editors: Susan Gasson

Jillian Blacker

Ian Stoodley

Abbe Winter

Christine Bruce



Dr Susan Gasson and
Professor Christine
Bruce with Alice
Luetchford

OER Collective
Community Day –
13 February 2024

[Confident Supervisors: Creating Independent Researchers](#)
[– JCU Open eBooks \(pressbooks.pub\)](#)

- ▶ Providing a developmental opportunity for the authors and editors to engage in the scholarship of supervision.
- ▶ Christine and Susan's idea of a book on supervisory practices gained momentum at the end of 2022 when library support for development of a pressbook was identified.
- ▶ The CAUL grant process, while unsuccessful, helped frame the book and the structure for the book, and confirmed support from JCU senior library staff.
- ▶ Prompted by awareness of how stretched university resources were sector wide globally. Working with universities in regional areas and in less developed countries, and discussions with research developers revealed the limited developmental opportunities available in the scholarship of supervision.

HOW THE IDEA FOR THE BOOK WAS FORMED?

Key milestones after conception

- ▶ Established a collaboration with the library
- ▶ Identified authors and scheduled catch ups
- ▶ Drafted style manual and authorship guide; timeline
- ▶ Developed editorial team
- ▶ Prepared CAUL grant application (unsuccessful)
- ▶ Reviewed and finalised chapters
- ▶ Developed book and chapter videos
- ▶ Created promotional plan
- ▶ Enacted plan including book launch and ongoing engagement with authors

**LENGTH OF THE PROCESS FROM INITIATION TO
PUBLICATION - 12 MONTHS**

- Authors reviewed others' chapters.
- Editorial team allocated sections and chapters of book
- Active use of author & reviewer guidelines and style manual
- Spreadsheet used to monitor and manage timeframes leading to publication deadline
- One editor was key contact for Library Support through the process

HOW WAS PEER REVIEW FACILITATED?

WHO WORKED ON THE PROJECT? WAS THEIR INVOLVEMENT FORMAL I.E. PART OF THEIR ROLE AT JCU OR INFORMAL (THEY JUST TOOK ON EXTRA RESPONSIBILITIES)?*

Editors:

Susan Gasson – HDR Coordinator Advisor Development, James Cook University *

Christine Bruce – Dean Graduate Research School, James Cook University

Jill Blacker – Coordinator HDR Candidature and Examination, Queensland University of Technology

Abbe Winter – Project Manager (Research) Queensland University of Technology

Ian Stoodley - Associate Director, Language and Culture Archives, SIL International and Consulting Researcher

Library Support (Pressbook team) – Alice Luetchford*; Sharon Bryan*; Deb King*

Media and Technical support – Adrian Van Rossum*

* Development of book part of formal role.

- ▶ Five editors, 31 authors from nine universities and three countries.
 - ▶ strategically selected and invited by Susan
 - ▶ applied decades of research and scholarly work
 - ▶ supported the creation of a quality resource
- ▶ JCU Library's Pressbook team assisted with publication, formatting, reference checking, and cover design
- ▶ JCU Digital Media Support edited the videos included in the book

- ▶ Sue Mowbray, University of Western Sydney; Juliet Lum Macquarie University
- ▶ Anna Kokavec, James Cook University
- ▶ Rachel Aisoli-Orake; Veronica Bue; Mirzi Betasolo; Lydia Yalambing; Imelda Ambelye; Sogoing Denano; Dora Jimela Kialo; Frieda Siaguru PNG University of Technology
- ▶ Santosh Jatrana, James Cook University
- ▶ Ailie McDowall, Martin Nakata, Sana Nakata, Felicia Watkin Lui, James Cook University
- ▶ Stephanie Bradbury, Lyndelle Gunton, Sal Kleine, Queensland University of Technology
- ▶ Claire Ovaska & Stephen Anderson, James Cook University
- ▶ Alan McAlpine, Curtin University
- ▶ Helen Titchener, New Zealand & Bronwyn Green, UNSW
- ▶ Wade Kelly Deakin University; Lisa Givens, RMIT

AUTHORS

- ▶ Additional time was required to identify copyright for older resources.
- ▶ Verification of the open access status of resources
- ▶ Learning and development resources may not be mainstream publications

COPYRIGHT RELATED TO IMAGES AND CONTENT. ANY DIFFICULTIES THERE?

- ▶ Virtual working - Everyone in the editorial team and the authorship team worked virtually, modelling a collaborative community, and had to keep in close contact
- ▶ Regular contact - Susan scheduled regular contacts with authors to keep them on track, and a schedule of contact to follow up on peer review, prepare videos and participate in the book launch was set in place, as well as a promotional plan
- ▶ Staff availability - While Susan was on two month leave during the peer review phase Jill, Ian and Abbe progressed the peer review process, covering Susan's editorial commitments. Modelling good practice in supervision and Plan Bs
- ▶ Realistic timelines – Each chapter authorship team provided a chapter of no more than 3500 words; a short profile and a 2-5 minute video chapter introduction for the book

- ▶ 1,300+ people viewed the book in the pressbook platform within 3 weeks of the book launch
- ▶ Readers from Australia, Europe, Asia, Africa, America and the Pacific.
- ▶ Australian Council of Graduate Research to host webinars and blogs on 3 chapters of the book:
 - ▶ Careers
 - ▶ Non-English Speaking Background
 - ▶ Indigenous Research and Researchers
- ▶ Senior University administrators promoting and recommending the book

**ANY SUCCESSFUL OUTCOMES – UPTAKE FROM ANY UNI
COURSE? ENGAGEMENT NATIONAL/INTERNATIONAL?**

Total visitors
1310 +4938%
 1284 more than previous period

Total pageviews
3501 +793%
 3109 more than previous period

Realtime pageviews
25
 pageviews in the last hour



# Pages	Visitors	Pageviews
1 Cover	1009	1446
2 Acknowledgement of Country	327	453
3 13. Supervising for Societal Impact: A Holistic Approach to Higher Degree by Research Support	322	441
4 About the Authors and Editors	137	172
5 Introduction	97	124
6 1. Approaches to Supervision	89	112
7 Preface	72	85
8 Higher Degree Researcher Reflections	57	69
9 2. Supervision: Accounting for Time	44	64
10 11. Empowering Higher Degree Researchers' Career Planning	43	61
11 12. Building Research Integrity	42	54
12 6. Creating Successful Higher Degree Researcher Pathways in a Developing Country - Papua New Guinea	35	50
13 3. Collaboration as a Supervisory Practice	32	49
14 10. Empowering Research Supervisors: Developing Information Literacy in Higher Degree Researchers	34	46
15 7. Supervision of Indigenous Research and Higher Degree Researchers	38	45
16 5. Early Intervention: Helping Higher Degree Researchers Thrive throughout Candidature	37	43
17 8. Supervising International Higher Degree Researchers from Non-English Speaking Countries	31	43
18 4. Establishing a Sustainable HDR Writing Ecology	27	37
19 9. Building Literacies for the Research Lifecycle	26	35
20 Conclusion	20	23

# Referrers	Visitors	Pageviews
1 linkedin.com	322	376
2 Android app: com.linkedin.android	73	93
3 google.com	48	68
4 facebook.com	48	66
5 statics.teams.rdn.office.net	25	37
6 mail.google.com	15	19
7 zimbra.univ-grenoble-alpes.fr	9	17
8 google.wordpress.com	8	15
9 google.com.au	9	13
10 Android app: com.google.android.gm	8	11
11 linkedin	8	9
12 linkedin	5	6
13 tco	5	6
14 url.mailanyone.net	4	5
15 researchgate.net	4	5
16 jcu-qrinfo-exlibri.org.au	1	5
17 biny.com	2	5
18 libanswers.jcu.edu.au	3	4
19 oprints.out.edu.au	4	4
20 sur-word-view.officeapps.live.com	2	3

◀ Previous

Next ▶

◀ Previous

Next ▶

Full digital functionality is still limited for users in developing countries - due to unstable access to power and the internet

- PDF download users cannot access the links and videos (stats on use of these not available). So there remain boundaries limiting use of the book

- The download and online statistics are not easily combined, making it harder to report readership and impact consistently (new functionality coming soon)

Authors and editors developed materials in Word. The Library support team loaded to the pressbook platform.

**ANY UNEXPECTED CHALLENGES
YOU ENCOUNTERED?**

- ▶ Select editors and authors you know and have worked with, who have a history of scholarship/writing
- ▶ An editorial team helps with project management of the book
- ▶ Maintain regular contact with authors and editors through the process (one chapter was not completed, the editorial team did not maintain regular contact with that author)
- ▶ Prepare timelines and provide guidelines, templates and exemplars (we wrote two chapters early and circulated the first video we prepared) to help editors and authors understand what is required
- ▶ Be realistic about the time available
- ▶ Disparate disciplines and professions may make it hard for authors to accept and applied the style manual. Much of the editing was concerned with ensuring consistency of structure, tense, and nomenclature through the chapters of the book.
- ▶ Always share the link: [Confident Supervisors: Creating Independent Researchers – JCU Open eBooks \(pressbooks.pub\)](#)

ANY TIPS FOR BOOK TEAMS

- ▶ The author guide and style manual were very detailed and articulated the editorial team's vision for the book. Consistent use of key nomenclature was important. APA style was used.
- ▶ Each editor was allocated chapters from the book. Chapters were assigned based on interest in content and knowledge of authors. Their responsibilities included ensuring authors' submitted chapters in time, distributing those chapters for review, ensuring timely chapter review, answering questions from authors and authors as reviewers, providing a second chapter review and if needed polishing review comments before returning them to authors and shepherding authors through final changes.
- ▶ JCU existing pressbooks team includes: Open Ed Librarian (80%), Liaison Librarian specializing in Open Ed (60%), Copyright colleague (20%). They have published 17 books to date. Their responsibilities included checking references, copyright requirements, and uploading chapters to the pressbook platform. All authors submitted Word documents and did not access the pressbook platform. The WAVE Web Accessibility Evaluation Tools (<https://wave.webaim.org/>) was used. Fair dealing for use of materials was not required for this publication.
- ▶ Videos of chapters were generated by authors either via zoom recording or access to recording facilities at their universities. Adrian, from JCU's digital media team, top and tailed videos including author and chapter names, the JCU logo, and book cover design.
- ▶ Apart from JCU staff time, there were no funds or resources provided to support the creation of this book. We acknowledge the generosity of editors and authors involved

FOR YOUR INFORMATION



A Teachers Guide to Outdoor Education Curriculum: Victorian Edition

Josh Ambrosy &
Sandy Allen-Craig



Allison Hadfield

Liaison Librarian
Federation University

Josh Ambrosy

Lecturer
Federation University



Publisher: Federation University

Authors: Josh Ambrosy

Sandy Allen-Craig

QUESTIONS?

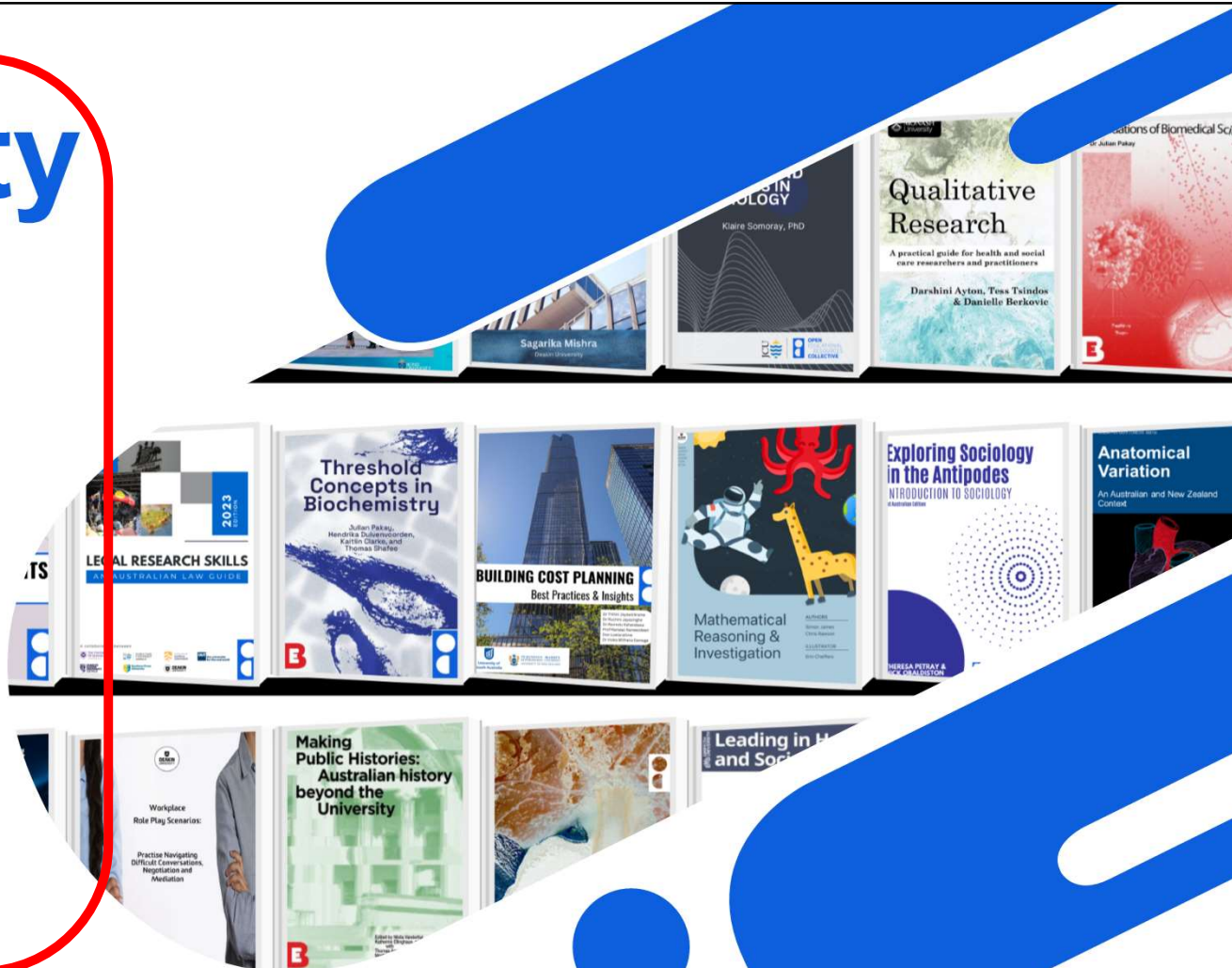
Slido event code **#1440 468**

*Thank you to all our presenters, facilitators and guests.
The recording and resources will be made available in the following days.*

Community Day #2



Tuesday
26 March 2024



Thank you for joining us and register for #2