

# Swinburne University of Technology

Swinburne University of Technology (Swinburne) has approximately 50,000 students enrolled in health, arts, design, business, law, science, engineering and technology at its campuses in Melbourne, Australia and Malaysia. The university's strengths build on the founding principles of equal opportunity, student-focused learning and industry engagement. Swinburne has an international reputation for quality research that connects science and technology with business and the community. Swinburne is an early adopter of online education and has also launched an innovative partnership with online job platform Seek to offer online access to academic qualifications.<sup>1</sup>

## 1. Institutional Practices and Policies around OER

Currently does not have a specific policy around the use of OER, however many academics have put some OER practices in place. Swinburne is a member of the Open Education Consortium<sup>2</sup> and the Swinburne Library provides information for staff on using and finding OER.<sup>3</sup> OER initiatives are generally driven by individual teaching staff and the Information Resources Group. A collection of videos available on Swinburne Commons demonstrates how a range of different Swinburne academics are currently using OER in their teaching.<sup>4</sup>

## 2. Current (or planned) OER initiatives

Current OER initiatives at Swinburne include:

- Swinburne Commons – internal publishing service for material created at Swinburne, both openly available to view and openly available for re-use.<sup>5</sup> Includes distribution via YouTube and iTunesU platforms where material is open to view.<sup>6</sup>
- OER content available on OER Commons.<sup>7</sup>
- Various MOOCs – content available to anyone who enrolls – 5 MOOCs available through Open2study and Autism MOOC video suite open for re-use.<sup>8</sup>
- Tutorial suites openly available for re-use created by various faculties:
  - o [Swinburne CodeCasts](#) | [MathsCasts](#) | [StatsCasts](#) | [PhysCasts](#) | [Using R for Statistical Analysis](#) | [EndNote](#)

<sup>1</sup> [www.swinburneonline.edu.au](http://www.swinburneonline.edu.au)

<sup>2</sup> <http://www.oeconsortium.org/members/view/671/>

<sup>3</sup> <http://www.swinburne.edu.au/library/services-teachers/open-educational-resources/>

<sup>4</sup> [www.youtube.com/watch?v=L9Pug7gOceE](http://www.youtube.com/watch?v=L9Pug7gOceE)

<sup>5</sup> <https://commons.swinburne.edu.au>

<sup>6</sup> <https://www.youtube.com/user/swinvideos/featured> and <https://itunes.apple.com/au/itunes-u/swinburne-university-technology/id421325361?mt=10>

<sup>7</sup> <https://www.oercommons.org/browse?f.provider=swinburne-university-of-technology>

<sup>8</sup> <http://www.swinburne.edu.au/study/options/find/online/>

# OEL Case Study: Swinburne University of Technology

## 3. Interpretation of 'openness'

Swinburne takes a broad interpretation of openness, ranging from creating material that is made available on platforms where it is open to be viewed, but not licensed for re-use; material that is openly available to anyone who enrolls (e.g. MOOCs); to material that is openly licensed for re-use.

Licences allowing either open viewing or re-use are applied at the project or resource level by either creators or the distribution platform (rather than being governed by an overarching policy), which results in a variety of licences being applied. Creative Commons licences are the most common form of open licence applied to Swinburne material, with the BY-NC-ND Licence being most popular.

## 4. Motivations and/or barriers to engaging with OER

At Swinburne, OERs are regarded as leading to innovation, better practice, greater collaboration between academics, and ultimately less duplication of material. In some situations, OERs have facilitated the collaborative production (and use) of materials between institutions. In some cases, material was initially produced for a Swinburne audience, but later published as OER because of its high quality and relevance.

Barriers identified to engaging with OERs include:

- Increased workload, including need to seek permissions, credit additional sources;
- lack of institutional support;
- lack of internal policy or processes;
- uncertainty around licensing of materials produced and consequences of licensing decisions;
- need to include metadata to improve searchability;
- lack of buy-in from some academics;
- problems in finding pre-existing OER/ open materials.

# OEL Case Study: Swinburne University of Technology

## 5. Envisaged outcomes of engaging with OER

Swinburne staff report a variety of practical outcomes enabled by engagement with OER, which include:

- Effectively distributing collaboratively produced material (e.g. between universities);
- Showcasing areas of expertise specific to the University, fostering opportunities for collaboration;
- Conducting community-based research:  
e.g. participation in Swinburne's Autism MOOC was simultaneously used to conduct research into effective online teaching methods for the autism support community;
- Creating resources with an open audience in mind (rather than a single class) can increase the quality, accessibility, consistency and reuse potential of the resources
- Reducing barriers to information (no login requirements)

For Swinburne's MOOCs and OER resources, enrolment and usage analytics provide qualitative indications of interest/engagement:

- More than 15,000 enrolments in the Autism MOOC
- MathsCasts suite has received over 1.2 million views

## 6. Insights and Recommendations for other institutions

The OEL Project is a joint research and development project between Swinburne University of Technology and the University of Tasmania. Supported by the Australian Government Office for Learning and Teaching.

