

# OLCOS Roadmap Briefs

A summary of OER drivers & enablers and inhibitors

([http://www.olcos.org/cms/upload/docs/olcos\\_roadmap.pdf](http://www.olcos.org/cms/upload/docs/olcos_roadmap.pdf))



## OLCOS Roadmap (2007)

- The report covers the following areas:
  - Policies, institutional frameworks and business models
  - Open Access and open content repositories
  - Laboratories of open educational practices and resources
- For each of these areas, drivers&enablers and inhibitors of OER and open educational practices are identified
- drivers&enablers and inhibitors are discerned according to their expected short/medium-term (-2009) or long-term (-2012) influence

## Policies, institutional frameworks and business models

	Drivers and enablers	Inhibitors
Short-medium-term influence (-2009)	<ul style="list-style-type: none"> <li>• International interest and funding (UNESCO)</li> <li>• Healthy competition among leading institutions (OCW)</li> <li>• “latecomers”</li> <li>• University marketing</li> </ul>	<ul style="list-style-type: none"> <li>• Growing competition for funding resources</li> <li>• Balancing open and commercial educational offerings</li> <li>• Possible implementation of rigid Digital Rights Management</li> </ul>
Longer-term influence (-2012)	<ul style="list-style-type: none"> <li>• Institutional policies</li> <li>• ICT-based lifelong learning needs easy access to educational resources.</li> <li>• Bologna Process</li> <li>• Global competition due to demographic trends</li> <li>• Creative Commons licensing increasingly established</li> </ul>	<ul style="list-style-type: none"> <li>• Unclear business models</li> <li>• Lack of institutional policies and awards</li> <li>• Increasing need in support and training of authors</li> </ul>

## Open Access and open content repositories

	Drivers and enablers	Inhibitors
Short-medium-term influence (-2009)	<ul style="list-style-type: none"><li>• Breakthrough of the Open Access (OA) principle in academic publishing</li><li>• Funding bodies require that results of academic and educational projects be made available via OA repositories</li><li>• Widespread know-how in distributed open access repositories</li></ul>	<ul style="list-style-type: none"><li>• Fears of low recognition for OA publications</li><li>• Need to reinforce institutional Open Access policies</li><li>• Barriers to making research data openly available for further research and teaching will remain</li></ul>
Longer-term influence (-2012)	<ul style="list-style-type: none"><li>• Open content repositories will increasingly surface from the Deep Web</li></ul>	<ul style="list-style-type: none"><li>• Creation of educational metadata will remain costly</li><li>• Lack of ontology-based educational Semantic Webs</li></ul>

## Laboratories of open educational practices and resources

	Drivers and enablers	Inhibitors
Short-medium-term influence (-2009)	<ul style="list-style-type: none"><li>• The “industrialist” Learning Objects approach has run out of steam</li><li>• Growing use of Social Software</li><li>• Growing use of RSS content feeds</li><li>• Emergence of personal learning environments</li><li>• Licensing open content will become technically easier</li><li>• Open Source Software is more widely used</li></ul>	<ul style="list-style-type: none"><li>• Lack of know-how for enabling innovative educational settings to emerge</li><li>• How can repositories grow based on user contribution (communities of practice)?</li></ul>
Longer-term influence (-2012)	<ul style="list-style-type: none"><li>• New systems for creating and handling group-based Learning Designs may become more widely used (IMS Learning Design, LAMS)</li><li>• Semantic applications will provide new ways to access knowledge resources</li></ul>	<ul style="list-style-type: none"><li>• Educational repositories will need to implement more advanced tools and services (reference, annotate, recommend)</li><li>• Library services may be slow to find their place in open learning environments</li></ul>