



Open Educational Resources and Higher Education Curriculum Development

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Abstract

Open education resources provide a rich area for building curriculum. This paper looks at how that can be utilised within the academy without losing the academic discourse provided by teacher/learner interactions that are more personal, direct, and even idiosyncratic. It argues that it is the academic who leads the academy and that open education resources need to intersect with academic teaching and allied research capacities and insights. It uses the example of the e-curriculum of the online Master of Arts (Writing) at Swinburne University of Technology to indicate a richer model for the academy. This paper reviews e-teaching by referring throughout to the Master of Arts (Writing) at Swinburne University of Technology. It takes into account social constructivist principles of e-teaching and learning. It brings forward some of the ideas and issues underlying the development and production of e-learning and e-teaching in undergraduate and postgraduate online courses. It surveys how as early adopters we became change agents to produce some fascinating insights and capacities regarding e-teaching and learning since 1995 and indicates how this has developed over the intervening years to 2012. It discusses how the electronic student and teacher are fruitfully present in both the same way as a geographic on-campus team and differently from them.