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**Copyright Article Review Project**

**Introduction**

This paper explores the article *Open Educational Resources: Enabling universal education* (Caswell, Henson, Jensen, & Wiley, 2008). A summary of the article, the intellectual property dimensions related to open educational resources, and associated challenges of implementing open educational resources (OER) are covered in this paper. While the student author agrees with Caswell et al. (2008) on many topics there are some challenges the student author notes as not adequately addressed.

**Article Summary**

The introductiondiscusses how course development for both traditional and distance education cost educational institutions in terms of faculty and financial resources (Caswell et al., 2008). However, technology allows the reproduction and distribution of distance education courses at virtually no cost (Caswell et al., 2008). The author’s believe that open educational initiative can fulfill the United Nation’s (1948) Article 26 of the Universal Declaration of Human Rights that promises the equal accessibility of higher education to all people.

An overview of Massachusetts Institute of Technology’s (MIT) open courseware comprises the next topic (Caswell et al., 2008). The aims of the project are twofold: the first to provide free access to virtually all MIT course materials for educators, students, and individual learners around the world and second to extend the impact of open courseware to other organizations (Caswell et al., 2008). This initiative fully aligns with the purpose of the Open Educational Resources movement to provide open access to high quality digital educational materials (Caswell et al., 2008).

Creative commons and partnerships comprise the next topics in the article (Caswell et al., 2008). A key enabler of OER, creative commons allows educators to leverage the work of others as part of course creation as well as protect faculty work (Caswell et al., 2008). Also, the article examines support for other institutions who would like to partner with MIT.

The benefits and challenges of OER are explained. OER delivers high quality instructional content to an unlimited number of learners at virtually no additional cost beyond the original cost of production (Caswell et al., 2008). However, financial support of OER initiatives remains a major challenge (Caswell et al., 2008).

Finally, the challenges of sustaining OER distance education projects are reviewed. Private grants are an important source of funding OER project (Caswell et al., 2008). However, Caswell et al. (2008) suggest that a model where the community works together may provide a more realistic model for future support and funding (Caswell et al., 2008).

**Intellectual Property Dimensions**

The first intellectual property dimension discussed surrounds the protection of intellectual property (Caswell et al., 2008). Creative commons allows for the distribution and reuse of educational material (Caswell et al., 2008). Parry (2010) and Association of College and Research Libraries (2013) examine the important role that creative commons contributes in protecting the intellectual property of authors who desire to openly release work.

The sustainability of maintaining open educational resources constitutes the second intellectual property dimension in the article (Caswell et al., 2008). OER project teams identified online artifact preservation as a challenge from the first OER project (Caswell et al., 2008). Traditionally, philanthropic grants fund these efforts (Caswell et al., 2008).

**Challenges**

Overall, Caswell et al. (2008) emphasize the benefits of OER and minimize the challenges of OER championship. Caswell et al. (2008) dispassionately gloss over very important challenges such as faculty championship as well as developing OER policies and standards. However, the realities of faculty having the willingness and capacity to take on yet another project are not truly addressed in the article. Neither are similar organizational challenges of developing OER policies and standards truly addressed. Samples of the documents that other partners may leverage are provided (Caswell et al., 2008). Again, the social and political realities willingness and capacity of colleges and universities are not addressed in the article. Instead, Caswell et al. (2008) make the adoption process of partner institution seem simplistic and inevitable.

Caswell et al. (2008) touch on the challenge of sustaining OER artifacts. However, the idealistic tone of the discussion and has no depth to the solutions posited. Lynch (2009) explores sustainability in more detail and furnishes realistic existing solutions.

**Conclusions**

The Caswell et al. (2008) article primarily focuses on benefits and promise of OER. The Caswell et al. (2008) treatment appears to minimize, sometimes even trivialize the challenges of OER. The student author feels that Caswell et al. (2008) do not give sufficient weight to those topics that form significant challenges to the success of OER projects.

References

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