

Training Materials for Open Educational Resources (OER) and Sustainability Models

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OER and Sustainability Models by
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OUTCOMES

Having successfully completed all training material, you will be able to:

1. understand the approach of open movement
2. describe/identify specific characteristics of OER
3. find, select and use/reuse/make one OER
4. analyse case studies of sustainable models of OER

UNIT 1

**Understanding the 'open
education approach' and
OER's characteristics**

UNIT 2

**Find, Select,
Use and Re-use
OER**

UNIT 3

**Sustainable
Models of OER**

GENERAL OUTCOMES TRAINING MATERIAL 01

Having successfully completed all training material, you will be able to:

- 1. understand the Open Education Movement**
- 2. Describe and identify specific characteristics of OER**

CONTENTS

UNIT 1.

Understanding the 'open education approach' and OER's characteristic

1.1 Overview of the open education approach

1.2 Concepts and Characteristics of OER

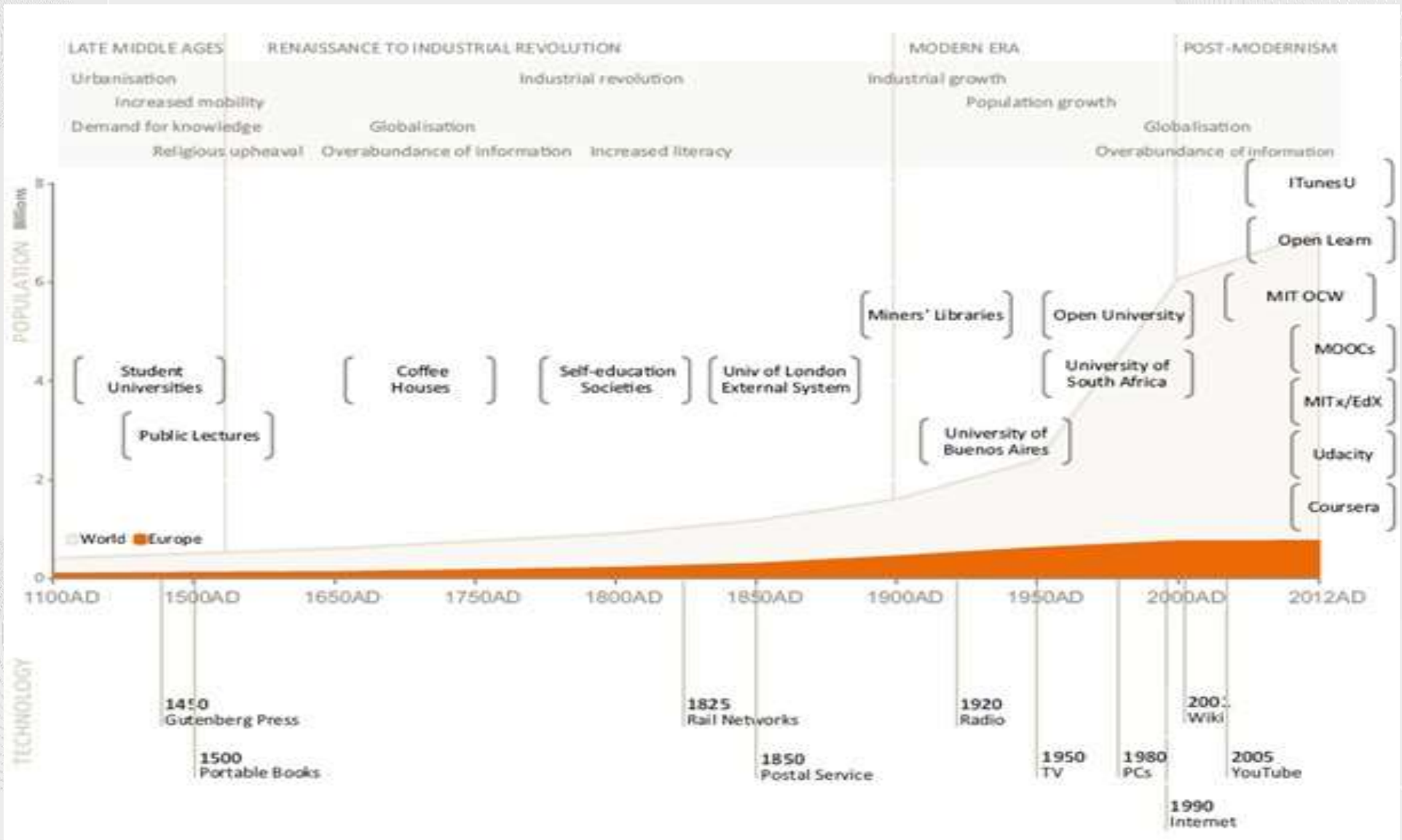
ASSIGNMENT 1

Concepts and characteristics of OER

1.1. OVERVIEW OF OPEN EDUCATION APPROACH

Open Education Concept

OPENNESS Concept



Peter & Deimann, 2013

1.2. CONCEPTS AND CHARACTERISTICS OF OER

Open Access

Open Source

Open Practices

Open Courses

OER

1.2. CONCEPTS AND CHARACTERISTICS

CORE CONCEPTS OF OER

Open Access	Content is provided free of charge for educational institutions, content services and users such as teachers, students and lifelong learners.
Open Format	Content is produced in open format with functionalities that allows for easy re-use.
Open License	Liberal licenses to enable re-use combine and re-purposing of content.
Open Software	Produced with open- source software.

1.2. CONCEPTS AND CHARACTERISTICS

EXAMPLES OF OER

Based on

Examples

Content

Complete Courses, Course Materials, Content Topics, Study guides, Journals, Syllabus, Books, Videos, Images, Assessment Tools, Quizzes, Games, Simulations, etc.

Tools

Software and Services for creation, delivery, use of open learning content, search and organize content; Content Management and Learning Systems (CMS, LMS), content development tools and online learning communities.

Resources

Licences, *Creative Common* Licences

1.2. CONCEPTS AND CHARACTERISTICS

Advantages versus Disadvantages

Advantages to OER

Freedom of access, both for yourself and others

Freedom from proprietary systems and corporations

Lowers costs to students

Potential publicity

Contribution to a community

Method of collaboration

Helpful to future educators

Potentially beneficial to developing nations

Avoids 'vendor lock-in' or a situation in which you have to use one company's products

Disadvantages to OER

Varying degrees of time commitment

Teachers sometimes not rewarded by the system for their efforts

Some projects require startup resources

Quality varies

May not meet accessibility requirements for persons with disabilities

Need to check accuracy before use

May need a high degree of customisation (called localisation in the OER community)

Technical requirements vary and some require you to use a particular software

Requires varying degrees of continual financial support

Some institutions may be concerned about 'giving it away'

1.2. CONCEPTS AND CHARACTERISTICS

Measure the Openness of a Content

4Rs Framework

REUSE - the right to use the application without changing the original form (display an exact copy);

REVIEW - the right to adapt, adjust, modify, or change the resource (translation, localization);

REMIX - the right to match the original or adapted resource with other resources to create something new (mashup);

REDISTRIBUTE - the right to share copies of the appeal, adaptations or remixes.

1.2. CONCEPTS AND CHARACTERISTICS

Big OERs versus Little OERs

Big OERs	Little OERs
Institutional projects, consortia and organizations	Produced by individuals and are low cost resources
Usually high quality (quality control)	Produced individually, not necessarily by educators
Explanation of planned learning (teaching aims, uniform style)	May not have explicit educational goals
Reputation	Low cost
Relatively high cost	More adaptable
	Variable quality

ASSIGNMENT 1

TASKS

UNIT 1.

1. **analyse the timeline** of open education in this site:
<http://timemapper.okfnlabs.org/okfnedu/open-education-timeline>
2. **select three events or initiatives** that represent the concepts of open education, open course and open content.
3. **organize a new timeline** for your country and introduce three activities that are related with the OER movement.
4. choose an open resource and, with **the 4 Rs Framework**, decide if you can adapt and reuse the resource.
5. select from the web or a repository a **Big OER** and a **Little OER**.

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UNIT 2.

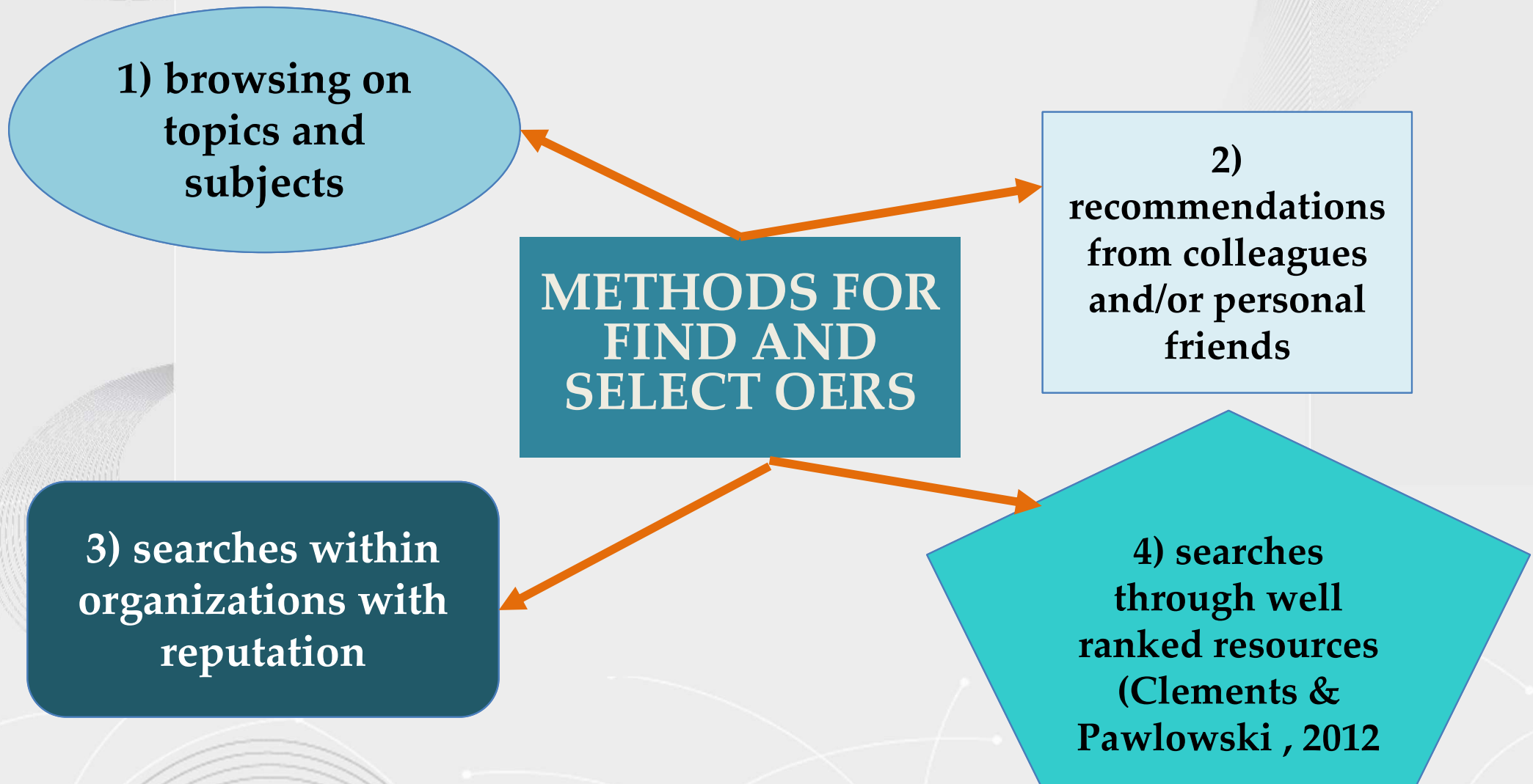
find, select and use/reuse/make an OER

2.1 Find and Select an OER:
Searching Repositories of
OER and other Online
Sources

2.2 Use, Re-used or Produce
an OER

ASSIGNMENT 2
apply some guidelines
to find, select and
use/reuse/make an
OER and integrate it
in a learning situation

2.1. FIND AND SELECT AN OER



2.1. FIND AND SELECT AN OER REPOSITORIES AND ONLINE SOURCES

REPOSITORIES

Adriane

<http://www.ariadne-eu.org/>

Lab Space

<http://labspace.open.ac.uk/>

Merlot

<http://www.merlot.org>

OER Commons

<http://oercommons.org/>

ONLINE SOURCES

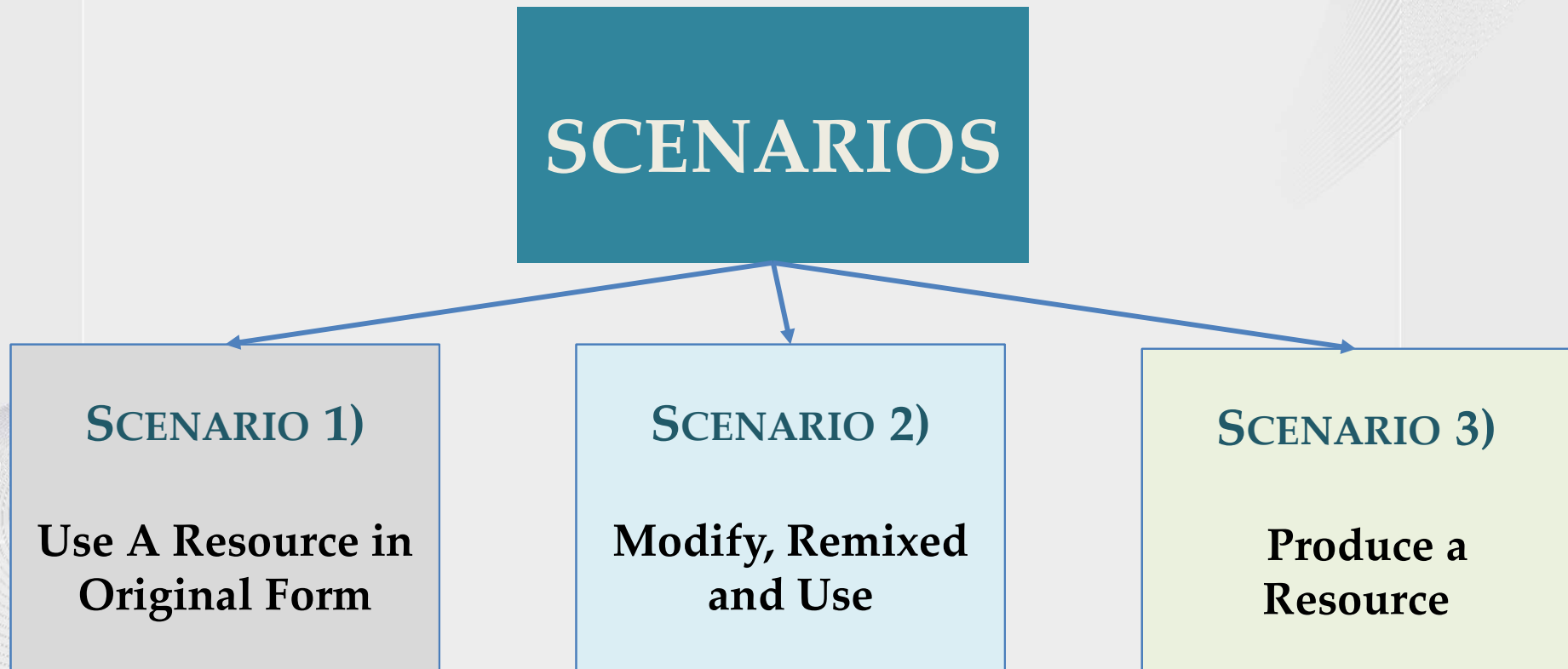
OCW

Open Learning Initiative

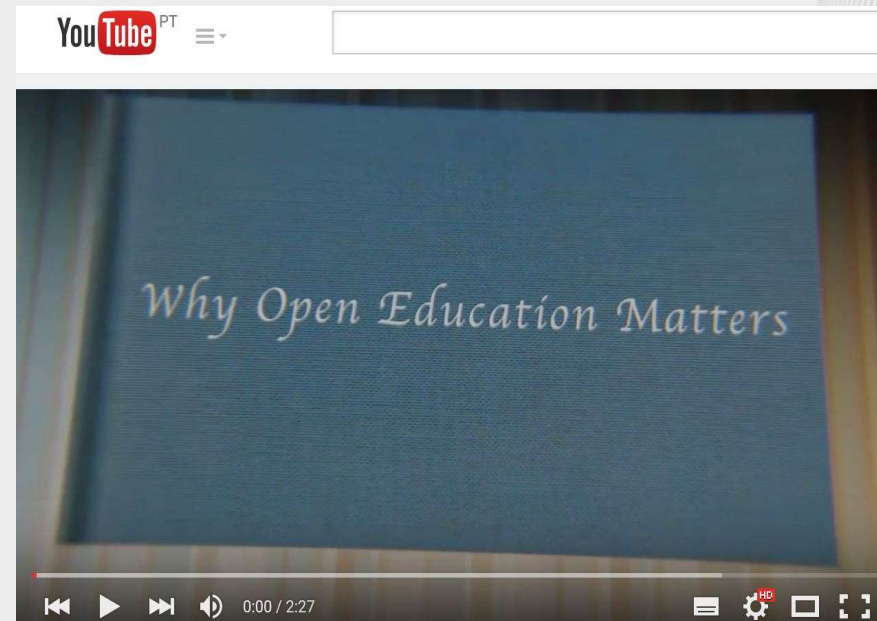
Open Learn

OpenCourseWare
Initiative

2.2. USE, RE-USE AND PRODUCE NA OER



2.2. USE, RE-USE AND PRODUCE NA OER



Abundance of OERs

But **some resources and materials** may only be **used in the original form**. After searching in the repositories, collections, institutional initiatives and others sources that **store open content**, you can find what you need and use .

<https://www.youtube.com/watch?v=gJWbVt2Nc-I&index=1&list=PL741678F352148469>

2.2. USE, RE-USE AND PRODUCE NA OER

SCENARIO2



Some resources can be **modified, adapted, remixed and re-used and redistributed**. In some cases they are modular, allowing the users to modify some parts and re-mixed, using other combinations to address other learning outcomes or learning activities. These interventions could be done by the author or by the users of the OER and with ICT tools. Use this [Guide How to Search for Open Educational Resources](#) and the video to support your needs and guide your journey.

<https://www.youtube.com/watch?v=CUVW5fhQP2k>

2.2. USE, RE-USE AND PRODUCE NA OER

SCENARIO 3



<https://www.youtube.com/watch?v=Hkz4q2yuQU8>

To produce an OER you should **decide what tools or electronic resources** to use, as well as the formats (multimedia, text, etc). In any case you should decide under **what type of licence to support the openness of the content produced** - a *Creative Commons* Licences other or similar licence. **This is the key aspect to transform the resource created in an open educational resource.**

You can find more information about Licences in the [Training Material 2](#) where you can learn about this subject.

ASSIGNMENT 2

TASKS

UNIT 2.

1. choose a repository or an online source where you can find open educational resources that can be adapted, remixed and re-used.
2. select **ONE** resource.
3. adapt the resource to use in a training situation (**introduce a modification, re-order, mix with other content**, and so on).
4. choose the same type of licence.

CONTENTS

UNIT 3.

know three different cases of sustainable models of OER

3.1 Sustainable Models for OER

ASSIGNMENT 3
choose a case and
discuss in a group
the organizational
view.

ASSIGNMENT 3

TASKS

UNIT 3.

1. analyse the different models
2. adopt the point of view of one of the models for your organization.
3. evaluate the possibility (or not) of adoption of the chosen model.
4. present the solution to other groups of peers

3.1. SUSTAINABLE MODELS OF OER

	Case 1 MIT	Case 2 USU	Case 3 Rice
Course production goals	All courses offered by MIT	Many courses offered by USU	Many courses offered anywhere
Control over courses produced	High degree of control	Small degree of control	Practically no control
Cost per course produced	USD 10 000	USD 5 000	USD 0
Organisation size	Large	Medium	Small

ASSIGNMENT 3

TASKS

UNIT 3.

1. analyse the different models
2. adopt the point of view of one of the models for your organization.
3. evaluate the possibility (or not) of adoption of the chosen model.
4. present the solution to other groups of peers

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