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## Training material on OER and Sustainability Models

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

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

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### Unit 2. Find, Select, Use and Re-use OER

This Unit focuses on find, select, use and re-use OER. Having successfully completed this Unit, **you will be able to:**

- find, select and use/reuse/make an OER

With *Assignment 2* you will be able to 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: Searching Repositories of OER and other Online Sources

In the next chapter you will find several examples of Repositories of OER where a countless abundance of OER that could be used are deposited, as well as other online sources and initiatives that are important for searching OER for use or re-use. There are also several initiatives and projects throughout the world that work as repositories of OER. It's possible to find and select OERs employing different methods: 1) browsing on topics and subjects; 2) recommendations from colleagues and/or personal friends; 3) searches within organizations with reputation; 4) searches through well ranked resources (Clements & Pawlowski , 2012).



## Repositories

There are different types of repositories in the world that store open content and hosts collections of OERs. We selected some of them as examples of *Open Educational Resources* Repositories. All of the resources are free and can be used as they are or adapted, remixed, that is: they can be used or re-used.

| Name   |   |                |
|--|---|----------------|
| Ariadne  | <a href="http://www.ariadne-eu.org/">http://www.ariadne-eu.org/</a>   | European Union |
| Economics Network Online Learning and Teaching Materials | <a href="http://www.economicsnetwork.ac.uk/links/othertl.htm">http://www.economicsnetwork.ac.uk/links/othertl.htm</a> | United Kingdom |
| FREIburger Multimedia Object Repository                  | <a href="http://freimore.uni-freiburg.de/">http://freimore.uni-freiburg.de/</a>                                       | Germany        |
| Lab Space  | <a href="http://labspace.open.ac.uk/">http://labspace.open.ac.uk/</a>   | United Kingdom |
| Merlot   | <a href="http://www.merlot.org">http://www.merlot.org</a>   | United States  |
| National Learning Network                                | <a href="http://www.nln.ac.uk/">http://www.nln.ac.uk/</a>   | United Kingdom |
| OpenLearning   | <a href="http://www.open.edu/openlearn/">http://www.open.edu/openlearn/</a>   | United Kingdom |
| OER Commons  | <a href="http://oercommons.org/">http://oercommons.org/</a>   | United States  |
| OER Online Archive                                       | <a href="http://www.archive.org/">http://www.archive.org/</a>   | Undefined      |

Table 3-OER Repositories

## Institutional Initiatives

**OCW** - The central idea of this project is the publication of web materials used in classroom teaching at MIT, such as notes, curricula, bibliographies and simulations, as well as lessons in video and audio. It is possible to use them or adapt and re-use.

**OpenLearn** - An initiative launched in the UK, the Open University UK (OUUK) is the OpenLearn, which began in 2006, funded by The William and Flora Hewlett Foundation (foundation that stands out for leading numerous OER initiatives). The main difference between this initiative and the MIT OCW is that this does not only provide a selection of materials available for free use, but it also provides tools to help all those who wish to develop and publish educational resources, with the goal of simultaneously build communities of students and educators through various tools and strategies.

**OpenCourseWareConsortium** - The relevance of this initiative is closely related to its international scope, the *OpenCourseWareConsortium* (OCWC). The OCWC is a community



with members from all around the world, representatives of more than 100 higher education institutions and associated organizations, which assume a commitment to disclosure of OER and its impact on global education. Consortium members use a shared publishing model; each member undertakes to publish a minimum of ten courses in a format that meets the definition of OCW. A special feature of this initiative is that of promoting the sharing between institutions, which allows developing a common assessment framework to all members of the Consortium, in trying to establish quality criteria.

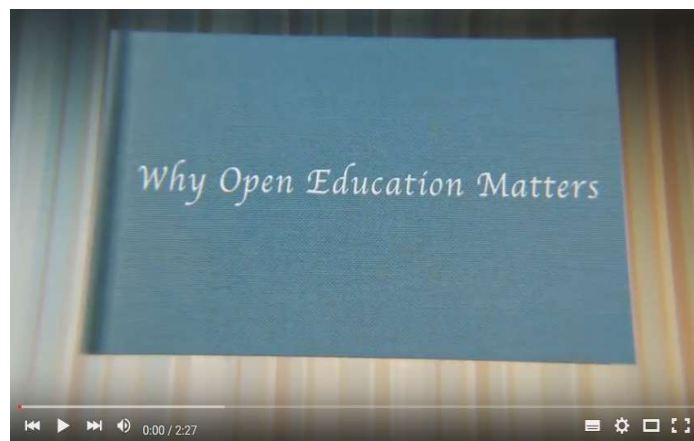
**Open Learning Initiative** - The *Open Learning Initiative*, sponsored by Carnegie Mellon University, was launched hoping to provide online learning environments as an alternative to traditional education, promoting greater interaction between students and content and providing students with more frequent feedback. The courses developed under this project were based on principles of cognitive learning, which stress the importance of interactive environments and solving authentic problems, supported by an efficient technological interface with innovative features, such as intelligent tutoring systems, virtual laboratories, experiences and group simulations. The initiative also takes aim at building a community with an important role in the development and improvement of courses, a concept that opens the way for the importance of open educational practices.

## 2.2 Use, Re-used or Produce an OER

In the next chapter you will find three typical scenarios for using OERs in learning situations.

### Scenario1 – Use a resource in its original form

There is an enormous abundance of OERs. Some resources and materials may only be used in the original form. So, after searching in the repositories, collections, institutional initiatives and others sources that store open content, you can find what you need.



Why Open Education Matters

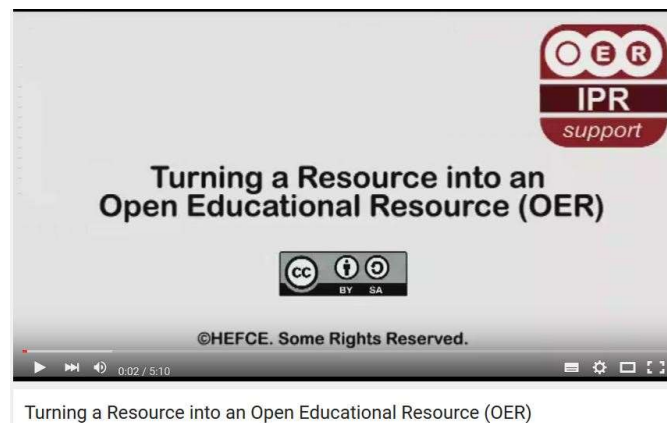
*Fig 2- Video selected and used as it is*

[Blake, D. (2012). Why Open Education Matters,  
<https://www.youtube.com/watch?v=gJWbVt2Nc-I&index=1&list=PL741678F352148469>]



## Scenario 2 – Modify, Remixed and Use an OER

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 Introductory Guide [*How to Search for Open Educational Resources*, <http://elearninginfographics.com/how-to-search-for-open-educational-resources-infographic/>] and this video [<https://www.youtube.com/watch?v=CUVW5fhQP2k>] to support your needs and guide your journey.



*Fig 3-* Video modify, remixed and use OER  
[OERIPR Support, D. (2012). Turning a Resource into an Open Educational Resource, OER  
<https://www.youtube.com/watch?v=CUVW5fhQP2k>]

## Scenario 3 – Produce an OER

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.



*Fig 4- Video produce an OER*  
[OGRRepository (2012). Creating an OER, <https://www.youtube.com/watch?v=Hkz4q2yuQU8> ]

### **Assignment 2. Search, select and adapt an OER**

The **aim** of the assignment: having completed this assignment, you will be able to search, select and adapt an OER. Follow this guide to implement the assignment:

[<http://elearninginfographics.com/how-to-search-for-open-educational-resources-infographic/>]

#### **Tasks:**

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.

#### **The result expected.**

- After undertaking these tasks, you will have developed skills to find, select and use/reuse an OER.