

Promoting Open Education through Gamification

OpenGame

Ref: 2019-1-ES01-KA203-065815

IO2

THE OPENGAME COURSE CURRICULUM AND CONTENT

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| Intellectual Output | IO2-Course curriculum and content | | | | | | | |
| Task | T2.3 OER Content development and translation | | | | | | | |
| Date of delivery | Contractual | July, 2020 | | | Actual | September, 2020 | | |
| Code / Name | D2.0. Course curriculum and content | | | | Version | Final | | |
| Type of deliverable | | | | | | | | |
| Nature | Report | | Service / Product | X | Demonstrator / Prototype | | Event | Other |
| Dissemination level | PU – Public | | | | | | | X |
| | PP - Restricted to other programme participants (including the Commission Services and project reviewers) | | | | | | | |
| | RE - Restricted to a group specified by the consortium (including the Commission Services) | | | | | | | |
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| Abstract | <i>The course on open education proposed here comprises 8 modules based on 8 competences. For each competence we have defined learning outcomes. The modules are built around the practices identified and described in IO1. In each module 3 practices are used to engage the trainees. The practices themselves are transformed into learning activities, allowing the trainees to actively interact with the learning activities.</i> |
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Document history

| Version n | Contributors | Contribution | Date |
|--------------|--------------|------------------------------|-------------------------|
| 0.1 | UNA | Initial content | September 29, 2020 |
| 0.2 | UNIR | Content reorganization | October 21, 2020 |
| 0.3 | UNIR | Redefining learning outcomes | October 22, 2020 |
| Final | UNIR | Including Table 2 | October 29, 2020 |

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This project has been funded with support from the European Commission. This plan reflects the views only of the author, and the Commission cannot be held responsible for any use, which may be made of the information contained therein.

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List of Abbreviations

CO - Confidential, only for members of the consortium

GP - General public

HE - Higher education

ICT – Information Communication Technologies

PP - Restricted to other programme participants

PU - Public RC - Research community

RE - Restricted to a group specified by the consortium (including the Commission Services)

SMG- Strategic Management Group

EXECUTIVE SUMMARY

This document, produced by OpenGame project with the support of the Erasmus+ Programme, aims to define the learning outcomes, course content, learning activities and assessment methods to be included in the OPENGAME gamified course.

The contents on open education proposed here comprises 8 modules based on 8 competences. For each competence we have defined learning outcomes. The modules are built around the practices identified and described in IO1 (García-Holgado et al., 2020). In each module 3 practices are used to engage the trainees, having one as the main one, further explored, and two others to broaden the expertise in the area. The practices themselves are transformed into learning activities, allowing the trainees to actively interact with the learning activities.

The primary goal of this course content is to be the support for the serious game which is the key deliverable of project OpenGame, where all interactions will take place. Both the course content and the game itself was defined in English, as project Lingua Franca, and translated into German, Portuguese, Spanish and French.

This document collects the methodology and process followed to achieve the course structure and content. Prerequisites, challenges and goals are also described, arriving to the final course structure divided in three levels of depth.

1. INTRODUCTION

This document presents the result of second Intellectual Output of the European Project OPENGAME (Promoting Open Education through Gamification – Erasmus+ ref. 2019-1-ES01-KA203-065815) (<https://opengame-project.eu/>). This project is aimed to introduce and engage open education between higher education teachers via a gamified learning experience, which is the digital tool that the OpenGame project is using to deliver this knowledge.

Following the planned roadmap, the OpenGame project consortium developed a pedagogical and inspiring content, which could be also used as a course, both as it currently is or taking some parts of it. Thus, this document presents the result of the design and development of the curriculum and content of a course to introduce and engage higher education teachers in open education, meaning knowing about OER, but also about open pedagogies and open assessment. To design this content, the OpenGame consortium based its work on the findings in the previous Intellectual Output (García-Holgado et al., 2020), which consisted in a Handbook of successful open teaching practices. Starting from these practices and the subsequent competences framework, 8 modules and 8 Units of Learning (UoL) are here proposed.

The main goal of this document is to compile the developed content on open education in order to allow any person to use it as they better judge, as well as to feed the gamified course, the open game. However, to allow other stakeholders to use this content further than the gamified tool, we are including some pedagogical guidelines or suggestions.

2. SOME VOCABULARY

The following terms will be frequently used:

- ▶ The trainee is the person following the course. This is typically both a student (as a role) and a teacher (or a teacher in training)
- ▶ A module is an independent chapter of the course. There are 8 modules.
- ▶ A unit of learning (UoL) corresponds to each competence. There are 8 learning units.
- ▶ A learning activity is a key element of each module. It corresponds to a practice.

3. PREREQUISITES

Only one prerequisite was given: being digitally competent.

Digital competence involves the confident, critical and responsible use of, and engagement with, digital technologies for learning, at work, and for participation in society (European Council 2018). See <https://ec.europa.eu/jrc/en/digcomp>.

4. CHALLENGES AND SOLUTIONS

A number of issues were addressed during the work. These deserve to be highlighted as they have an influence on the result.

- ▶ The course was designed as non linear: Modules can be taken in any order and even could be not taken. This offers many individual paths through the material and different trainees can have their own learning experience, according to their needs. Since this information is a building block, this richness is not shown in the document, but it will be highlighted in the gamified learning experience and can be adopted if any reader reuse this information in any other delivery format.
- ▶ The course is designed to be taken individually, adapting the progress to the individual advance. In its conception, no teacher, coach or learning buddy are needed, although it could be used in many other scenarios. This design fits the IO3 requirements."
- ▶ The course is translated into 4 languages (German, Spanish, Portuguese and French)
- ▶ This course content is also distributed in an open form on the project website. Once the open game gamified course is launched, an interactive version of this material could be developed and openly distributed in the same webpage, including a careful selection of the external learning material.

Hence, this course content should be seen as the basis for a gamified experience (where the intended interaction is to appear) and, hopefully, an interactive online course at a later stage.

5. GOALS, COMPETENCES

Competence areas and competences were formulated at an earlier stage of the project (IO1, García-Holgado et al., 2020), during the preliminary analysis. Main conclusion is a competence framework, which is presented below (Table 1).

Attitude: be ready to openly share one's work and to use the knowledge created by others and openly distributed in order to improve access, participation and quality of teaching and learning

Table 1 Competences framework (García-Holgado et al., 2020)

| Competence area | Competence | Knowledge | Skills |
|-----------------|----------------------|---|--|
| 1. OER | 1. Use open licenses | Understand the (comparative) advantages of using open licences and know the existing open licence types | 1.1. Know how to apply a CC license to teaching resources 1.2. Recognize the respective requirements and restrictions of a licence and know how to determine whether a resource has one |
| | 2. Search for OER | Know the major OER repositories and be able to identify those that are the most suited to your needs | 2.1. Find OER that are relevant for own teaching 2.2. Assess materials within existing OER resources in order to use them |

| | | | |
|---------------------------|---|---|---|
| | 3. Create, revise and remix OER | Know the different options for adaptation of an OER (translation, illustration, accessibility, contextualization, etc.) | 3.1. Create an OER, taking into account the specificities of licences as well as its potential for reuse (format, language, granularity) 3.2. Revise an OER, taking into account the specificities of licences 3.3. Create an OER composed of various OERs, taking into account the specificities of licences |
| | 4. Share OER | Know reputed OER repositories most suited for OER creators and cocreators to disseminate their creations for wider impact | 4.1. Identify relevant OER repositories and publish your resource 4.2. Share your resource through social media and other means |
| 2. Open pedagogies | 5. Design open educational experiences | Know strategies on how to allow students participation in curriculum and learning design | 5.1 Design engaging open educational experiences |
| | 6. Guide students to learn in the open | Know about connected and network learning strategies, Be aware of the issues connected to online privacy and personal data management | 6.1. Support students to learn through the open web (social networks, online communities etc.) 6.2. Provide guidance to students about online privacy and personal data management |
| | 7. Teach with OER | Master knowledge related to 1, 2, 3 and 4 above | 7.1. Support students in searching for and using OER (either collaboratively or individually) 7.2. Support students in producing OER (either collaboratively or individually) |
| | 8. Implement open assessment | Know the comparative advantages of open assessment and be aware of existing open assessment methods and tools | 8.1. Deploy OER within an assessment (e.g. students analyse an open data set) 8.2. Guide students in doing their work in the public (e.g. blogging publicly) 8.3. Guiding students in producing OER for summative assessment |

6. METHODOLOGY

The work in IO2 consisted in building all the contents of the course to foster open education between higher education teachers, which would be distributed as an OER. Therefore, this content should be read as a building block, which won't be delivered as it is, but it will be used to feed the gamified learning experience.

The following constraints were followed during the content creation:

- ▶ The course was to be built around the open practices discovered, analyzed and explained in the IO1 (García-Holgado et al., 2020). In that document, 24 open practices were selected and they would be the core of the course. Moreover, each practice was to be transformed into a learning activity.
- ▶ From the IO1 (García-Holgado et al., 2020), 8 challenges that our target group could face were identified, which were later translate to competences, knowledge, skills and attitudes. Additionally, one main practice was assigned to each of these challenges, as well as 2 other complementary practices. Linking practices and challenges, the choice was to become each challenge-practice in a Module of the content.
- ▶ Knowledge was also supposed to be passed to the learners. These would be the learning units.
- ▶ A limited time would be designed to take the course (30 hours at the maximum) and different levels of knowledge would be provided (basic, 8 hours; advanced, 16 hours; and complementary; 30 hours).

Therefore, the methodology followed to develop this content was based on three stages: structure definition, practices distribution and adaptation, and knowledge search. We describe these stages below:

6.1. STRUCTURE DEFINITION

Taking into consideration the modules previously decided and the need of further basic and advanced knowledge, a two-layer structure was proposed, including modules and units of learning (UoL). Again, 8 UoL were defined, each of them focusing on one of the competences defined in (García-Holgado et al., 2020).

Moreover, each module is linked to two UoL, the ones which better fits the training defined in the challenge. That way, each UoL is linked to two modules.

Finally, in order to establish levels, indications about how deep the content should be or what kind of contents should be included for each level were adopted. And a colors code was introduced in the template to identify the content associate to each of the levels.

Table 2 includes the link between modules, competences and UoL.

Table 2 Module, level, competences and learning Units

| M # | Module | #Hours | Competences to be developed (as listed in November 2019) | Learning Units |
|-----|--|--------|--|---|
| a | Use OER in your teaching activities | 1,2,4 | 1. Use open licenses, 3. Create, revise and remix OER | 1. Use open licenses, 3. Create, revise and remix OER |
| b | Release your teaching resources as OER | 1,2,4 | 1. Use open licenses, 2. Search for OER, 3. Create, revise and remix OER, 4. Share OER | 2. Search for OER, 4. Share OER |
| c | Use OER produced by other | 1,2,4 | 1. Use open licenses, 2. Search for OER, 3. | 2. Search for OER, 3. |

| | | | | |
|---|---|-------|--|---|
| | educators and experts | | Create, revise and remix OER | Create, revise and remix OER |
| d | Share lesson plans and content with other educators | 1,2,4 | 5. Design open educational experience | 5. Design open educational experience 4. Share OER |
| e | Use OER to address learners' preferences and learning needs | 1,2,4 | 1. Use open licenses, 5. Design open educational experiences, 6. Guide learners to work in the open, 7. Teach with OER | 5. Design open educational experiences, 7. Teach with OER |
| f | Co-produce your content with your students as OER | 1,2,4 | 1. Use open licenses, 6. Guide students to work in the open, 7. Teach with OER | 1. Use open licenses,, 7. Teach with OER |
| g | Open up assessment to real-world contexts | 1,2,4 | 8. Implement open assessment, 6. Guide students to learn in the open | 8. Implement open assessment, 6. Guide students to learn in the open |
| h | Support students to learn in the open | 1,2,4 | 6. Guide students to learn in the open | 6. Guide students to learn in the open 8. Implement open assessment |

And Table 3 below completes the link to the IO1 results by including how educator challenges, open teaching practices and competences are related.

Table 3 Educators challenges, open teaching practices and competences relationship

| Educators challenges | Open Teaching Practices (Modules) | Competences (UoL) |
|---|---|---|
| Broaden access to learning for enrolled students (in terms of resources cost but also of accessibility) | Use OER in their teaching activities | - Use open licenses - Create, revise and remix OER |
| Broaden access to learning for non-enrolled learners | Release their teaching resources as OER | - Search for OER - Share OER |
| Improve quality of teaching resources | Use OER produced by other educators and experts | - Search for OER - Create, revise and remix OER |
| Improve course design | Share lesson plans and content with other educators | - Design open educational experiences - Share OER |
| Increase students motivation | Use OER to address learners' preferences and learning | - Design open educational experiences - Teach with OER |

| | | |
|---|---|--|
| | needs | |
| Increase students engagement | Co-produce your content with your students as OER | <ul style="list-style-type: none"> - Use open licenses - Teach with OER |
| Assess students in a useful way for their future career | Open up assessment to real-world contexts | <ul style="list-style-type: none"> - Implement open assessment - Guide students to learn in the open |
| Use the learning potential of students' online life | Support students to learn in the open | <ul style="list-style-type: none"> - Implement open assessment - Guide students to learn in the open |

6.2. PRACTICES DISTRIBUTION AND ADAPTATION

Once the structure was agreed, partners chose the module and LoU which better fit their area of interest and expertise, developing the information associated to them. Although practices were already revised and completed in accordance with the IO1 goals, the main practice of each of the modules was adapted to a more pedagogical / engaging view, in order to provide the trainee with a micro-view of the information and allow him to know more by a link to the practice.

6.3. KNOWLEDGE SEARCH

Once the practices were included as content for the course, open resources were collected to provide the basic, advanced and complementary information, as a way to deliver the concepts and ideas behind open education.

As a result of this process, the complete course content was available in English. However, versions in French, Spanish, German and Portuguese were also produced and distributed as OER, to be exploited by any interested stakeholder.

7. COURSE STRUCTURE

The course has been written following 3 levels:

- ▶ Level 1 is a course to be taken in one 8-hour day. As there are 8 modules and 8 learning units.
- ▶ Level 2 is a course built upon Level 1 to be taken in 15 hours, which could be a week.
- ▶ Level 3 is a course built upon Level 2 to be taken in 30 hours, which could be a semester.

We call the corresponding courses the short course, the medium course and the long course.

In Level 1 each module can be seen as a separate entity. Each module comprises:

- ▶ A general introduction (5', which can be extended to 20' in the medium course)
- ▶ An introduction to the principal practice (10')
- ▶ After having motivated the acquisition of a specific competence, the trainee is invited to the first learning unit associated with the module. If the trainee has already the competence, she can take a quiz (15', which can be extended to 30' in the medium course, and 45' in the long course)
- ▶ After having motivated the acquisition of another specific competence, the trainee is invited to the second learning unit associated with the module. If the trainee has already the competence, she can take a quiz (15', which can be extended to 30' in the medium course, and 45' in the long course)
- ▶ The learning activity corresponding to the principal practice is proposed (15', which is extended to 30' in the medium course)
- ▶ The two extra learning activities are only proposed in the long course (30' each)
- ▶ A conclusion to the module is proposed (5')
- ▶ An assessment is proposed, leading to badges.

8. LEARNING ACTIVITIES

As shown in Table 2, the learning activities are introduced in the course with the goal of inspiring trainees to introduce open education in their daily teaching. Besides giving them a summary of the main practices, trainees are proposed to reflect about how to introduce each practice in their regular classes. Then, they are both contents and learning activities.

The practice selected as the main one for each of the modules fulfill the following selection criteria:

- Understandability even for inexperienced teachers,
- Lesser technical prerequisites,
- Pedagogic capacities of the practice.

The list of all the learning activities can be seen below. They match in name exactly the practices identified in IO1 and the main one, for each module, is highlighted.

MODULE 1. USE OER IN YOUR TEACHING ACTIVITIES

Practice 1.1: Use opentextbooks as teaching resources: the WikitoLearn example

Practice 1.2: Use a MOOC in the classroom

Practice 1.3: Implement “Open Flipped Classroom” teaching

MODULE 2. RELEASE YOUR TEACHING RESOURCES AS OER

Practice 2.1: Integrate course content with an OER slides playlist

Practice 2.2: Transform your course into a MOOC: the AMMIL methodology

Practice 2.3: Create an OER-based module for teaching foreign languages

MODULE 3. USE OER PRODUCED BY OTHER EDUCATORS AND EXPERTS

Practice 3.1: Switch from a commercial textbook to an open textbook

Practice 3.2: Transform your MOOC into an OER

Practice 3.3: Use open video tutorials to foster explorative learning

MODULE 4. SHARE LESSON PLANS AND CONTENT WITH OTHER EDUCATORS

Practice 4.1. Co-produce OER through teachers’ content clubs: the iShare methodology

Practice 4.2: Share innovative teaching practices through an online repository

Practice 4.3: Produce OER playlists with the help of Artificial Intelligence

MODULE 5. USE OER TO ADDRESS LEARNERS’ PREFERENCES AND LEARNING NEEDS

Practice 5.1: Co-design your syllabus with your students

Practice 5.2: Use OER to support socialisation of perspective students

Practice 5.3: Use OER for personalised and inclusive pedagogy: the path²in approach

MODULE 6. CO-PRODUCE TEACHING RESOURCES WITH YOUR STUDENTS

Practice 6.1: Edit Wikipedia in the Classroom

Practice 6.2: Make your course digital with the help of your students: the SMILE approach

Practice 6.3: Use Open Data as teaching resources: a case from social sciences

MODULE 7. OPEN UP ASSESSMENT TO REAL-WORLD CONTEXTS

Practice 7.1: Assess students’ work by sharing it publicly

Practice 7.2: Implement OER-based renewable assignments

Practice 7.3: Engage Students with Professional Communities of Practice

MODULE 8. SUPPORT STUDENTS TO LEARN IN THE OPEN

Practice 8.1: Collaboratively created online publications by students

Practice 8.2: Foster students collaboration through online dialogue: the WYRED methodology

Practice 8.3: Use social media to build an open and collaborative learning environment

9. ASSESSMENT METHODS

In this course, a double-layer assessment structure is defined. In the first place, one test is available at the end of each UoL. The trainee has to obtain 60% of correct responses in order to pass the test. The trainee could take the test after reading the information or, in the case he or she has previous knowledge about the content, the test can be taken without reading the content.

On the other hand, a self-assessed questionnaire is provided in order to reflect about the expertise acquired by the trainee, in order to get a badge.

10. LEARNING OUTCOMES

As a result of the analysis of the work performed as well as the link between contents and competences, the following learning outcomes are identified. For each module, one general result is identified, together with a set of between 2 and 3 specific learning outcomes. This information is summarized in table 3.

Table 4 Learning outcomes

| Module | By taking this module, the trainee will be able to... |
|--|---|
| A- Use OER in your teaching activities | <ul style="list-style-type: none"> ● Use OER in their classes in an effective, inclusive and responsible way ● Know what open licenses exist and what features include each of them ● Choose the correct open license according to the rights to be allowed to a content (whatever the type it is) ● Understand how to use, reuse and / or remix OER according to its license |

| | |
|---|--|
| <p><u>B-Release your teaching resources as OER</u></p> | <ul style="list-style-type: none"> ● Share OER through repositories, social media and communities ● Choose the correct open license according to the rights to be allowed to a content (whatever the type it is) ● Share his or her teaching ideas and plans to help to design better educational experiences ● Understand how to use, reuse and / or remix OER according to its license |
| <p><u>C-Use OER produced by other educators and experts</u></p> | <ul style="list-style-type: none"> ● Select specific repositories for OER, being able to reach and to use them ● Identify repositories where finding open resources appropriate for a specific target group ● Use OER as part of a subject's content to ease and to improve students engagement and participation ● Select open resources which fit with different kind of students |
| <p><u>D-Share lesson plans and content with other educators</u></p> | <ul style="list-style-type: none"> ● Share contents, activities and learning strategies with other educator by using the appropriate vias and licenses ● Identify repositories where he or she can find open resources appropriate for a specific target group ● Share his or her teaching ideas and plans to help to design better educational experiences ● Choose the correct open license according to the rights to be allowed to a content (whatever the type it is) |
| <p><u>E-Use OER to address learners' preferences and learning needs</u></p> | <ul style="list-style-type: none"> ● Choose different OER according to the learners' features and goals ● Select open resources which fit with different kind of students ● Design learning itineraries to learn in the open for different kinds of students |
| <p><u>F-Co-produce your content with your students as OER</u></p> | <ul style="list-style-type: none"> ● Create new approaches of contents production to allow a common building of knowledge between teachers and learners, which can be shared as OER ● Design activities to engage students to co-produce knowledge starting from existing OER ● Explain how to release knowledge in an open and responsible way |
| <p><u>G-Open up assessment to real-world contexts</u></p> | <ul style="list-style-type: none"> ● Build open assessment strategies ● Select between different options for open assessment through open communities and peer activities ● Design open assessment strategies that fit some specific needs |

| | |
|---|---|
| H-Support students to learn in the open | <ul style="list-style-type: none">• Analyze and understand how to guide learners to work / learn in the open• Develop guides to ease the students' work in the open• Select appropriate tools to learn and teach in the open in a responsible and ethical way |
|---|---|

11. GUIDANCE FOR UNIVERSITIES TO USE THIS COURSE

As previously stated, this content is merely intended to feed the gamified learning tool, which will be the result of the next Intellectual Output and the main outcome of the project. In any case, this content is delivered as OER and, taking into consideration the CC-BY-NC-SA license, someone could use it or take parts of it. As an example, although activities are intended to be developed individually, a group of teachers could work in any of the activities collaboratively, both face to face or online, to have a common understanding, discussion or designing a learning experience for students.

REFERENCES

García-Holgado, A. ; Nascimbeni, F. ; García-Peñalvo, F.J. ; Brunton, J. ; Bonaudo, P. ; de la Higuera, C. ; Ehlers, U. ; Hvarchilkova, D. ; Padilla-Zea, N. ; Teixeira, A. ; Teixeira Pinto, M., Vázquez Ingelmo, A., & Burgos, D. (2020)

Annex

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The OpenGame course curriculum and content



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Table of contents

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| Module | <p>The course</p> <p>Short version → 1h</p> <p>Medium version (short version included) → 2h</p> <p>Long version (short et medium versions included) → 4h</p> |
|---------------|---|

| Module | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|--|--|----------------------------------|---|----------------------------------|--|------------------------------------|---|---|--------------------------------------|---|
| Module a: Use OER in your teaching activities | Welcome to this module! | More about open education? | Discover the practice! | What do we need? | A little bit more about.. | And also about.. | Let the learning activity start! | More to explore... | Some thoughts about it? | Let's discover two other practices! | What have we learnt? | Time to pick up my new badge! |

| | | | | | | | | | | | | |
|---|---|--|--|----------------------------------|---|----------------------------------|--|------------------------------------|---|---|--------------------------------------|---|
| Module b: Release your teaching resources as OER | Welcome to this module! | More about open education? | Discover the practice! | What do we need? | A little bit more about.. | And also about.. | Let the learning activity start! | More to explore... | Some thoughts about it? | Let's discover two other practices! | What have we learnt? | Time to pick up my new badge! |
| Module c: Use OER produced by other educators and experts | Welcome to this module! | More about open education? | Discover the practice! | What do we need? | A little bit more about.. | And also about.. | Let the learning activity start! | More to explore... | Some thoughts about it? | Let's discover two other practices! | What have we learnt? | Time to pick up my new badge! |
| Module d: Share lesson plans and content with other educators | Welcome to this module! | More about open education? | Discover the practice! | What do we need? | A little bit more about.. | And also about.. | Let the learning activity start! | More to explore... | Some thoughts about it? | Let's discover two other practices! | What have we learnt? | Time to pick up my new badge! |
| Module e: Use OER to address learners' preferences and learning needs | Welcome to this module! | More about open education? | Discover the practice! | What do we need? | A little bit more about.. | And also about.. | Let the learning activity start! | More to explore... | Some thoughts about it? | Let's discover two other practices! | What have we learnt? | Time to pick up my new badge! |

| | | | | | | | | | | | | |
|---|---|--|--|----------------------------------|---|----------------------------------|--|------------------------------------|---|---|--------------------------------------|---|
| Module f: Co-produce your content with your students as OER | Welcome to this module! | More about open education? | Discover the practice! | What do we need? | A little bit more about.. | And also about.. | Let the learning activity start! | More to explore... | Some thoughts about it? | Let's discover two other practices! | What have we learnt? | Time to pick up my new badge! |
| Module g: Open up assessment to real-world contexts | Welcome to this module! | More about open education? | Discover the practice! | What do we need? | A little bit more about.. | And also about.. | Let the learning activity start! | More to explore... | Some thoughts about it? | Let's discover two other practices! | What have we learnt? | Time to pick up my new badge! |
| Module h: Support students to learn in the open | Welcome to this module! | More about open education? | Discover the practice! | What do we need? | A little bit more about.. | And also about.. | Let the learning activity start! | More to explore... | Some thoughts about it? | Let's discover two other practices! | What have we learnt? | Time to pick up my new badge! |

| | |
|---|--|
| # | <p>The learning unit</p> <p>Short version → 1h</p> <p>Medium version (short version included) → 2h</p> <p>Long version (short et medium versions included) → 4h</p> |
|---|--|

| Learning Unit | 1 | 2 | 3 | 4 | 5 |
|--|---|---|--|---------------------------------|--|
| Learning Unit 1: Use open licenses | Let's do some learning! | To learn a little more... | With even more time... | Let us conclude | And finally for the badge: |

| | | | | | |
|--|---|---|--|---------------------------------|--|
| Learning Unit 2: Search for OER | Let's do some learning! | To learn a little more... | With even more time... | Let us conclude | And finally for the badge: |
| Learning Unit 3: Create, revise and remix OER | Let's do some learning! | To learn a little more... | With even more time... | Let us conclude | And finally for the badge: |
| Learning Unit 4: Share OER | Let's do some learning! | To learn a little more... | With even more time... | Let us conclude | And finally for the badge: |
| Learning Unit 5: Design open educational experiences | Let's do some learning! | To learn a little more... | With even more time... | Let us conclude | And finally for the badge: |
| Learning Unit 6: Guide students to learn in the open | Let's do some learning! | To learn a little more... | With even more time... | Let us conclude | And finally for the badge: |

| | | | | | |
|--|---|---|--|---------------------------------|--|
| Learning Unit 7: Teach with OER | Let's do some learning! | To learn a little more... | With even more time... | Let us conclude | And finally for the badge: |
| Learning Unit 8: Implement open assessment | Let's do some learning! | To learn a little more... | With even more time... | Let us conclude | And finally for the badge: |

Module a: Use OER in your teaching activities

| | |
|---|--|
| # | <p>The course</p> <p>Short version → 1h</p> <p>Medium version (short version included) → 2h</p> <p>Long version (short et medium versions included) → 4h</p> |
|---|--|

1

Welcome to this module!



Open Educational Practices (OEP) can provide you, as a teacher, with a variety of methods, tools and values which can make your job, as a teacher more exciting and rewarding.

Watch [this very short video](#) (EN) for a simple access.

You can find [on this website](#) (EN) a number of short videos where educators give you their point of view. Let us just watch one:

[Christie Fierro, from Tacoma Community College, tells us how she adopted open education](#) (EN).

An important part of OEP are the Open Educational Resources. These are the essence of open education as they are what permits ideas, courses, learning material to be freely and easily exchanged by teachers from all over the world.

This sounds crazy? Nothing is free nowadays? You are in part right and the teachers who have initiated this path have had a rough time at the beginning. But today, hey, things are becoming nearly normal and you can find advice, software, tools, offers to collaborate and mountains of things to get you started.

You even have some great courses to help you become a great open educator.

And now the first serious game on the matter. Teams from Spain, Ireland, Germany, Portugal and France are working together to produce [OpenGame](#) (EN).

The philosophy of [OpenGame](#) (EN) is simple: through a set of great open practices we intend to introduce some of the key ideas of open education.

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More about open education?

Do you want to know more about the history of open education? Are you interested in hearing inspired speakers telling you why and how to do this?

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One of the chief actors in Open Education is Creative Commons. Not only do they provide us with a great licensing system but they allow us to get a lot of information about the open education movement too. Their [webpage on open education](#) (EN) is a great place to start exploring.

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3 Discover the practice!

Enough about “why”, let us start doing something. An open educator will want to.... Write an open book!

Challenging, isn't it? Much less so if the task is shared with others and writing a book is often about adapting an existing book to our own purposes.

But are we allowed to do that? And how? This is what we are going to discover now.

Use OER in your teaching activities

Riccardo Iaconelli teaches Physics at the University of Milano-Bicocca in Italy, and does so by using an open and collaborative textbook. At the beginning of his course students get access to the open book on the web, they can download it (and print it) for free, and share it with anyone. Also, during the course they can annotate the book online and propose improvements and modifications, for example in case a paragraph is not clear or a problem could be improved. At the end of every course, Prof Iaconelli is checking the improvements proposed by the students and is deciding whether or not to release a new version of the book. The book itself was not fully written by Prof Iaconelli, as there were many chapters with high quality content already written that could be integrated in the open textbook. Luckily, he can access other free access material uploaded by other professors of the same field, and after a thorough review they become part of the same PDF respecting the same look and feel.

The main reason he did so is because he wanted to have a “flexible book” that could also include the notes that he used to provide to students, and at the same time he liked the idea that students would not have to pay for the textbook and that could improve it during the course.

He has developed his Open Textbook by using the [WikiToLearn](#) (EN,FR,SP,GE) platform, because this tool allows producing professionally looking books out of “wiki” pages and it is specifically suitable for scientific subjects such as mathematics and physics. WikiToLearn was created in 2015 in Italy out of the idea of some students who had the necessity to share their notes to study for their exams and decided to do so through a wiki. The platform further developed and is now supported by an international community that has built and shared textbooks composed of hundreds of chapters in several languages.

What does he have to say about his experience? And what about his students?

Students like open textbooks as they can save costs which are potentially very high in college. They leverage on the experience of the previous generations and know that their annotations and corrections will be useful in the future. Thanks to the integration with Telegram they can also discuss the content of the book in real time, meeting virtually with other students from different universities who study the same material. This chat allows them to get help and clarify the subject.

Professors appreciate the open textbooks as well, but for different reasons. Providing the students with an open content at the beginning of the course, and allowing the students to annotate, provides a tool of immediate feedback of the level of the lectures. Having an editable version on the web allows to keep the textbook updated, it can help identify errors, and, when the students can participate in the editing, it can motivate them by considering them almost co-authors of the resources. Professors who are teaching niche courses have an additional reason to love open textbooks. These curricula typically lack traditional literature, and they are too specific for more than a few good resources to be usable. Using the power of networks a new textbook can emerge for all the world to use. This kind of material can start from existing lecture notes or even students’ notes. They can be expanded with the work coming from other universities and integrated with third party chapters. After some iterations and thorough review they can become a reference working manual for the subject, which multiple institutions have cooperated to build.



4 What do we need?

Now that sounds challenging, doesn't it? What about if you were to do the same. What would the obstacles be? For one you would need to find the right topic: a course you are teaching now or will be teaching later... Think about it, we will address this point later.

But there are also some competences and skills needed. Which will be of use when trying to build your first wiki-book.



Here are 4 skills: which do you think are going to be necessary to move forward?

Know how to use open licenses

If the trainee ticks this box> Yes, indeed this skill is required!

Understand how to share OER

If the trainee ticks this box> Indeed, sharing OER could be useful in OER usages and we will learn more about it in others modules.

Know how to create, revise and remix OER

If the trainee ticks this box> Yes, indeed this skill is required!

Understand how to implement open assessment

If the trainee ticks this box> Indeed, implementing open assessment could be useful in OER usages and we will learn more about it in others modules.

All 4 are necessary!

If the trainee ticks this box> Indeed, all 4 could be useful in OER usages and we will learn about the 4 skills along the 8 modules. Here, we are going to focus on using open licences and creating, revising and remixing OER.

I really don't know

If the trainee ticks this box> Do not worry, it is okay not knowing which skill could be necessary or not. Here, we are going to focus on using open licences and creating, revising and remixing OER.

Let us debrief. Yes, it is important to know how to share OER once you have created one which is the aim of this module : building a book for your students. Sharing OER will be covered in modules b and d. Indeed, open assessment is a very interesting topic which will be very relevant in modules g and h, but we are not -yet- wanting to evaluate our students on how they use or contribute to this wikibook. So in this case we should agree that the two important skills and competences to develop are the first and third.

Indeed, it appears that as we are going to want to use and even produce open educational resources we want to know more about these. And specifically on what we are allowed and not allowed to do. This is covered by understanding licensing issues.

And the second thing we are understanding is that we will want to create OER. This could seem to be like creating any (digital) document but actually there is so much more you can do.

So let's do some learning and find out more about the two skills we believe we need to work on.





5

A little bit more about..

There is one “but” ... Do we know how the licensing goes? It’s very good to copy-paste and produce a cool wiki-book, but are we allowed to do that?

If you feel uncomfortable because you really don't know much about licensing, you can (and should) follow a **15 mn introductory course on open licenses. For this, GO TO [LU 1](#).**

If you have followed the course or have read a lot about open licenses, you can skip the course and take **this quiz** to check how well you are doing. **For this, GO TO [LU 1](#).**

If you have both taken the course and the quiz (or feel you know the material) continue.

Please choose:

I want to learn about open licences

If the trainee ticks this box> the course is proposed.

I have taken the course and want a test

If the trainee ticks this box> the test at the end of the course is proposed.

I don't want the course nor the quiz

If the trainee ticks this box> the trainee continues to section 6.

6

And also about..

There is another topic you should know about. Have you heard about the 5 “R”s of OER? Do you know that if you are using OER you are allowed to remix? Not just to take the material and use it?

If in doubt, you should follow a 15mn course on how to create, revise and remix OER. **For this, GO TO [LU 3](#).**

If you have followed the course or have read a lot about remixing, you can skip the course and take **this quiz** to check how well you are doing. **For this, GO TO [LU 3](#).**

If you have both taken the course and the quiz (or feel you know the material) continue.

Please choose:

I want to learn about remixing OER

If the trainee ticks this box> the course is proposed.

I have taken the course and want a test

If the trainee ticks this box> the test at the end of the course is proposed.

I don't want the course nor the quiz

If the trainee ticks this box> the trainee continues to section 7.

7

Let the learning activity start!



You can now **handle the learning activity “Build my wiki book”**.

First, you should choose the theme for your course: this can be one that you would like to give one day, one you already gave, or even something you would just want to know more about. Once you have done it, write it down. Even if, later one, you realize this is the wrong course to do this, please stick to your initial idea as you will only have 20 minutes for the learning activity.

Not feasible, right?

So let's just get started and understand how it would be to be done if we had more time.

We ask you to consider the following questions, answer them truthfully as you move on. You should aim to take 10 minutes in answering -in written form- the following questions.

- First the theme: Why is your theme a good theme for such a venture?
- Next the competition: is another book necessary? Does there not exist already a book with the same learning objectives, addressing a similar audience? More importantly, are there open textbooks out there?
- Now we are convinced that the book is a good idea, who is going to write it? Just you? Would it be a teamwork and who would it involve?
- Would your students be part of it?

8

More to explore...

After these early reflexions, let's go a bit further.

Imagine you are proposing the open textbook activity in your classroom.

- What do you think your students would need?
- What do you need to do to prepare this activity? Build a "to do" list.
- Going deeper in the activity, try to build a manual introducing this activity : introduction of the open textbook, how it works, a brief of your expectations etc.
- How would you evaluate your students?

9 Some thoughts about it?

So we reflected on “how to build my wikibook”. Let’s now sum up with some simple questions:

- Is your course partially adapted to write a wikibook?

Yes→ Good news, continue!

No→ In this case, maybe you could debut with some exercises or a short text to begin with the wikibook activity. It is not necessary to have a long book or even a book. Two or three pages could be great to begin!

- Are you going to look for some existent open textbooks?

Yes→ Great news, it is indeed a good idea!

No→ Perhaps, the theme you chose or the course is too particular to be existent. It could be worth the try!

- Do you plan to involve your students in the open textbook process?

Yes→ Great idea, students could help you at different levels : technologic but also in the writing and evolution of the wikibook.

No→ *You probably have your reasons but involving your students, even a little, could be interesting for you and for them (for example : co-writing the open textbook could increase their motivation and be a time-saver for you)*

- *About the technological aspect, do you already know some tools you could use to write an open textbook?*

Yes→ *Amazing, we encourage you to try it!*

No→ *Here are some sites you could use to write open textbooks : www.wikitolearn.org (EN,FR,SP,GE), www.openstax.org (EN).*

10

Let's discover two other practices!

Does this practice inspire you? Now, you have discovered what using OER in your teaching activities could mean, here you can find more examples and practices that have been implemented in class.

We invite you to read those two practices and answer to the questions below:

Use a MOOC in the classroom

Description of the practice

TU Delft is a world leading provider of OERs and MOOCs, available at edX and TPM DelftX, with close to 2 million learners. All its MOOCs are used in campus education, mostly in a blended model. The institution has also a unique reputation in water and climate, with faculty world-renown experts in the fields of climate research, water management and hydraulic engineering.

While developing the MOOC “Introduction to Water and Climate”, launched in 2015, one of the authors became aware of other MOOCs in the same area. As a result, he found additional MOOCs from other universities which he considered useful to support his on campus teaching. From that point onwards, he began using several MOOCs in his course, not just the one he co-authored, using a flipped classroom approach. For specific topics, he would recommend his students to complete specific parts of different MOOCs and would also organize side discussions around the contents of those MOOCs in class.

The TU Delft MOOC which he co-authored is also used in the classroom. The course provides students with a first introduction to the physics of water systems and their role in climate. It includes knowledge clips, movies, exercises, and exam assignments. MOOC participants have the

opportunity to discuss course materials with fellow students and the course team. Interactive feedback video sessions are also provided in which lecturers discuss issues raised by students.

Impact

The use of MOOCs within classroom activities can be beneficial for both teachers and students, in many ways: it can provide high quality structured activities and resources for students to learn; teachers in their courses can reuse it as materials to watch and read before class or after class to reach a deeper knowledge. MOOCs from different providers can be reused in campus education, both in bachelor and master courses to support teaching and learning. Both teachers and students can have important benefits with this practice. In fact, students can save money with course materials and get in touch with different knowledge and research from different institutions. Teachers also benefit from international exposure and interchange, and get good quality learning resources. As a result, the quality of the course can improve one year after the other.

What you need to replicate the practice

In order to use existing MOOCs in on-campus activity, educators need to be able to search for and select MOOCs which feature good and useful content, learning activities and whose learning outputs match the ones in their campus-based courses. The resources and activities of those MOOCs can be used in the different parts of your campus course, but in order to be modified they must have been released with an open license that allows this. In order to use those MOOCs through a flipped classroom methodology, educators should have their students enrolling in the preselected MOOCs and use them as support materials in preparation of classroom-based discussions. At the end, educators should reflect and evaluate with campus students the usefulness of using MOOC materials in the course: this would allow adapting the materials for the next rerun of your campus course.

The questions you should answer...

- Choose a course you teach or would like to teach. Write it down and write a 3 line synopsis of the course.
- If you know nothing about MOOCs, spend 10 minutes figuring out what they are and how they work.
- At this point, do MOOCs seem adapted to your course?
- Now spend some time specifically searching for a MOOC on the topic you are interested in. You will not have time to follow the MOOC so you will have to try to match their synopsis with yours. A difficult exercise!
- Write out the pros and cons of this matching.
- Now think about your audience, your students. Any reason for them not to be able to use this MOOC? Do they know enough about MOOCs? Are they autonomous learners?
- At this point, suppose you are going to give it a go. And build a “to do” list of what you would have to do to adapt the practice.

Implement “Open Flipped Classroom” teaching

Description of the practice

Anna Förster has revolutionised the introductory course on computer science for electrical engineers of the University of Bremen in Germany by converting it from a lecture-based course into an inverted classroom format. She has been rearranging the course structure: face to face encounters are organised as so-called hackathons, i.e. condensed and well-planned meetings arranged around practical exercises. For self-studying she has produced short explanatory videos and supporting self-study material that are available as OER online on both the university learning platform and on Youtube (<https://www.youtube.com/channel/UCrTmm3wMISIUU-O9Ritn-Pw>, (EN,FR,SP,GE,PO)).

The learning objectives of the introductory course in computer science include not only the theoretical basics but also practical exercises, such as “What do I have to do to make a light flash or a game work?”. Students can more easily understand such processes by watching videos that can be reviewed multiple times until they are able to carry out the exercises independently. The videos are released as OER through a Creative Commons license that allows anyone to reuse them. The videos are a combination of studio recording and screencast, and jointly with self-study exercises

facilitate a flexible elaboration of the learning content in terms of time, place and learning pace. In addition, instead of a weekly lecture students take part in face-to-face team-based project work sessions, the Hackathons. These take place in a two-week rhythm through sessions of four to five hours of intensive work, for a total of six hackathons altogether per semester. In a hackathon, small teams of students work on collaborative programming exercises where they can clarify open questions and are supported by their teacher and tutors.

Impact

The lessons preparation time for Anna Förster has greatly reduced and a replacement in case of illness can be organised with relatively little effort. The collaborative deepening of knowledge between teachers and students during the hackathons enables immediate and flexible support, whereas the blended learning format facilitates the handling of the heterogeneous composition among the students (students with little or no computer science experience versus very advanced students, different language skills, and different professional employment situations) as they study at their own pace. Students learn to face challenges and solve complex problems together and independently.

What you need to replicate the practice

In order to convert a lecture into an inverted classroom format, you have to divide the material into small, discrete sections and develop related scripts for the videos. It is highly recommended to keep the videos as short as possible, at around five minutes. Thus, you have to condense the content to the absolute minimum. Please keep in mind that you can provide background readings or any kind of additional material. Flexibility is required when recording the explanatory videos, the principle is the simpler the better. Since you may have to make a few attempts at the beginning until your video succeeds, set up a place where you have easy access and which requires little preparation. Apart from the videos of accompanying self-study exercises, additional learning material and team projects for the Hackathon has to be prepared. Finally, you have to set-up the online learning content including videos and self-study exercises within an online learning environment. Due to the Hackathon format, the assessment is delivered through a portfolio examination.

The questions you should answer...

- Choose a course you teach or would like to teach. Write it down and write a 3 line synopsis of the course
- If you know nothing about “Open Flipped Classroom”, spend 10 minutes figuring out what they are and how they work
- At this point, do “Open Flipped Classroom” seem adapted to your course?
- Write out the pros and cons of this matching
- Now think about your audience, your students. Any reason for them not to be able to be part of an “Open Flipped Classroom”? Do they know enough about this format? Are they autonomous learners?
- At this point, suppose you are going to give it a go. And build a “to do” list of what you would have to do to adapt the practice

11

What have we learnt?



We have reached the end of this module... Let us recap. What have we learnt about?

- OER are an important component of Open Education;
- In order to use OER efficiently we must understand how licensing works. Of paramount importance are the Creative Commons licenses;
- OER can not only be used for consumption. We are granted other privileges: we can use them to create, we can remix, we can combine OER;
- There are many (perhaps too many) OER repositories. And a few tools to search these repositories;
- With OER we can build new OER. For example we can build open textbooks. But (again) we need to understand how the licensing works.

We hope this module was interesting and allowed you to understand more clearly what the use of OER in your teaching activities could look like.

Please, feel comfortable about letting us comment about what was missing, could be improved or any other questions. We will be delighted to help you to create an open textbook.





12

Time to pick up my new badge!

If you have gone through the different videos, texts and activities proposed in this module, and if you have spent time on the learning activities, you should now know about

- What open licences really are about: this includes being able to distinguish the different licenses, knowing when they apply, when to use them and what you are allowed to do with each.
- How to choose the correct open license according to the rights to be allowed to a content (whatever the type it is)
- How to use OER to build new OER, which includes some technical aspects (tools), some legal aspects (how do I combine licenses?) and also some pedagogical aspects (why would I want to remix?).
- How to build open books: what are the technologies involved, what makes this different from the project of building an ordinary book.

There are separate badges for the 2 learning units associated with this module, and you can get another open badge for this module if you feel comfortable enough with the skills and competences described above.

For this, answer the following question.

How confident do you feel with the above competence?

- I haven't really looked into the module, just skimmed through it.
- I have read the material and watched the videos, but haven't actually engaged with it (I haven't done any of the learning activities).

- I have read the material and watched the videos, and done the first learning activity. I feel I have understood and could engage in using OER within my teaching activities.
- I have read the material and watched the videos, and done (or tried to do) the 3 learning activities. I feel that not only I have understood and could not only engage in using OER within my teaching activities, but I could also teach how to use open licences, how to create, revise and remix OER and how to build an open textbook.

Module b: Release your teaching resources as OER

| | |
|---|---|
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3

Discover the practice!



Enough about “why”, let us start doing something. For teaching foreign languages you can find different ways to make your lessons with songs, videos or audios. So why don't use Open Educational Recourse to improve your teaching?

Create an OER-based module for teaching foreign languages

Dr. Julia Titus developed this practice in Yale, it is focused on producing and sharing open educational resources (OER) for use in foreign language classrooms at varying levels of proficiency through an openly accessible website.

In this particular practice, OER were developed that are dedicated to teaching Russian through poetry by using the most celebrated Russian poems. Each poem is composed by the text itself, additional background information, a glossary of terms, a series of exercises, an audio file of the poem, and access to detailed information relating to the poet (a complementary website). The purpose of this practice is to introduce all learners of Russian to the great treasures of Russian poetry in the original.

Reading short poems supplemented with supported materials online and glosses allows the learners to have an authentic and meaningful foreign language experience increasing learner motivation and leading to better learning outcomes.

For Julia Titus, one of many wonderful rewards of learning a foreign language is the ability to read literary masterpieces in the original. The purpose of this practice is to introduce all learners of Russian to the great treasures of Russian poetry in the original.

The project is completely open and easily adaptable to other foreign languages, and it can be used in a variety of academic settings.

Are you feeling inspired by this practice? We can go further and think together how to produce or use OERs for teaching in your course?

4

What do we need?

Willing to try it? Maybe we should learn more the skills we need to do that.

What extra-skills do you think we need in order to implement this practice?

Here are 4 skills: which do you think are going to be necessary to move forward like Dr. Titus?

Use open licenses

If the trainee ticks this box> Indeed, using open licences could be useful in OER usages and we will learn more about it in others modules.

Search for OER

If the trainee ticks this box> Yes, indeed this skill is required!

Create, revise and remix OER

If the trainee ticks this box> Indeed, creating, revising and remixing could be useful in OER usages and we will learn more about it in others modules.

Share OER

If the trainee ticks this box> Yes, indeed this skill is required!

All 4 are necessary!

If the trainee ticks this box> Indeed, all 4 could be useful in OER usages and we will learn about the 4 skills along the 8 modules.

Here, we are going to focus on searching and sharing OER.

I really don't know

If the trainee ticks this box> Do not worry, it is okay not knowing which skill could be necessary or not. Here, we are going to focus on searching and sharing OER.

Let us debrief. Yes, it is important to know how to use open licenses and without this knowledge you will have problems using open educational resources efficiently. They are covered in modules a and f. But in the setting of this module they are less important than others. Indeed, knowing how to create, revise and remix OER could be useful when it comes to OER but we will learn more about module a and c. So in this case we should agree that the two important skills and competences to develop are the second and fourth.

This practice is just one more of those called "Open Educational Practices" (OEP). There are a wide variety of practices with similar ideas.

It is very easy and adaptable to replicate this practice in other contexts; it is not even necessary to create the OERs since they can already be created in the desired foreign language since they are open and accessible. If not, you need to first develop foreign language learning materials centered around literary masterpieces in the original language. Therefore you have to know how to use OER and create them, but it is also important to know how to find and share them in order to use the materials. Here we can see how important it is not to limit access to resources.

We will continue our learning and discover more about these two skills that we will need to develop this practice.

5

A little bit more about..

But first, let's discover more about what searching for OER really means.

If you feel uncomfortable because you really don't know much about searching for OER, a **15 mn introductory course on search for OER**. For this, **GO TO [LU 2](#)**.

If you have followed the course or have read a lot about it, you can skip the course and take **this quiz** to check how well you are doing. For this, **GO TO [LU 2](#)**.

If you have both taken the course and the quiz (or feel you know the material) continue.

Please choose:

I want to learn about searching for OER

If the trainee ticks this box> the course is proposed.

I have taken the course and want a test

If the trainee ticks this box> the test at the end of the course is proposed.

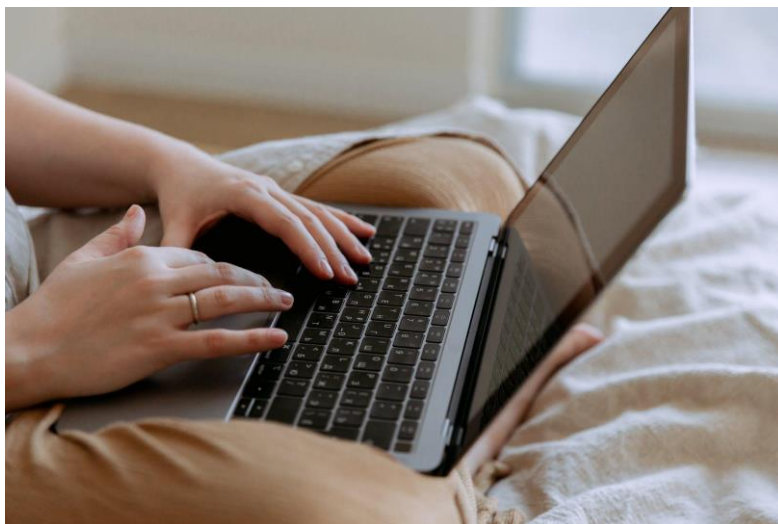
I don't want the course nor the quiz

If the trainee ticks this box> the trainee continues to section 6.



6

And also about..



We have learned about searching for OER but what about sharing OER?

The aim of this course is to give you tools and methods to share OER.

If in doubt, you should follow a 15mn course on how to share OER. **For this, GO TO [LU 4](#).**

If you have followed the course or have read a lot about this competence, you can skip the course and take **this quiz** to check how well you are doing. **For this, GO TO [LU 4](#).**

If you have both taken the course and the quiz (or feel you know the material) continue.

Please choose:

I want to learn about sharing OER

If the trainee ticks this box> the course is proposed.

I have taken the course and want a test

If the trainee ticks this box> the test at the end of the course is proposed.

I don't want the course nor the quiz

If the trainee ticks this box> the trainee continues to section 7.

7

Let the learning activity start!



First you should choose the theme of your module, if you want to apply it for teaching a foreign language or if you want to apply to your area, maybe literature, history or another branch to learn new concepts developing in your own language.

You can use a theme of your work with or something you would like to learn more about or practice on. You can use a non academic text or a poem like in the practice was previously described.

Once chosen, write it down. You must keep the idea during the activity, since you will only have 20 minutes to develop it.

Questions asked to the trainee:

- To what extent could you use an OER-based module for teaching foreign languages in your classes?
- Can you adapt the practice using a poem in your classes? Maybe, can you use a non-academic text?
- How are you going to select the poems / text?
- Are you looking for other OERs to use in your classes?
- Are you going to code the materials by the difficulty of comprehension?
- What kind of tasks are you going to organize?
- How are you going to evaluate it?
- Finally, how do you plan to share it?

8 More to explore...

After these early reflexions, let's go a bit further.

We are going to put ourselves in the situation of sharing the practice with your students.

- How would you present it to them?
- Would you have some kind of impediment in your class to develop it?
- Would you accept suggestions from your students?
- Could you think of how to improve or add new elements to this practice?
- An important point is how to share your practice. We suggest that in order to deepen in this, prepare a guide including the steps to follow in the development of the practice, adaptations and suggestions adapted to your context, and even the evaluation that you will carry out of it.

9

Some thoughts about it?

We have been reflecting on how to design an OER based module to apply to your teaching. Now we are going to make a summary with some simple questions:

- Is your course designed to implement the practice applied to teaching foreign languages or to your subject?

Yes→ Congratulations, continue with the next question.

No→ If your area is too specific to apply this practice, try to find other types of texts that could be developed.

- Have you used a poem?

Three answers (or yes/no and two options after choosing “no”)

Yes→ Good job, you have applied the original practice.

No→ But I have found another type of non-academic text - If you have been able to find another non-academic text to develop your practice, good job!

No→ And it has been impossible for me to adapt the practice to my course - Try to develop the practice in your own language so that other people can learn it and you can learn the key concepts to apply it in the future for designing open educational experiences.

- Have you created OER and / or searched?

Three answers:

I have created OER from the beginning - Good job, you have completely designed the course to apply it to your teaching.

I have searched for OER and adapted to my theme - Congratulations, you have learned to search and reuse OER.

I have created and also adapted OER - Good work, you have been able to fully experience the practice.

- How many texts / poems have you used to create the content?

1 - Good job, it's a good start.

2 or more - Great, it will be easier to develop different levels of difficulty for your course.

- How many activities have you developed for each one?

Between 1 to 5 - Good job, you have completed the practice for a subject.

6 or more - Congratulations, it will be easier for you when implementing it.

- Now do you know how to implement this practice?

Yes→ Perfect, you have understood the practice, methodology and tools that we have provided you.

No→ No problem, we can review the practice together step by step to see how to replicate it in your context (choose a topic; search for OER; choose a poem or text; create related activities; add additional information).

- Are you going to use this practice in your course?

Yes→ What an amazing news! We are delighted that you plan to introduce this practice. Please do not hesitate to return to us with feedback once you have done it.

No→ If for some reason, this activity seems too difficult or not clear enough, please do not hesitate to reach us with your interrogation. We will be delighted to help you.



10

Let's discover two other practices!

Does this practice inspire you? Now, you have discovered what releasing your teaching resource as OER could mean, here you can find more examples and practices that have been implemented in class.

We invite you to read those two practices and answer to the questions below:

Integrate course content with an OER slides playlist

Description of the practice

Leonel Morgado currently teaches at Universidade Aberta, the Portuguese Open University. A reputed scholar, he lectures and researches on programming and the use of virtual worlds as tools for learning and business, focusing on multi-user platforms. This practice started when he was still lecturing at Universidade de Trás-os-Montes e Alto Douro (UTAD), in northeast Portugal.

In order to help his students better understand the content of upcoming learning materials, Leonel produces six minutes long or less slideshows focusing on introducing the main course concepts. In the slideshows, he highlights the intended learning goals for each concept, and this helps students build their own learning path. There are three slide sets playlists, for two courses: Web Programming (4 slide sets), Software Development Lab (8 slide sets), Research Methods (1 slide set). The narrative is intentionally voiced by the lecturer, as this increases the level of personal authenticity.

These slideshows are then shared as OER with an appropriate open license and in an open-access digital platform. Originally, it was SlideShare. Later on, when that platform stopped allowing audio narratives, Morgado started publishing them on YouTube. His aim was to encourage public comments, but also to reach a wider dissemination.

The slide sets originally meant to support class interactions then evolved into audio-supported slideshows, and rather than being used as class records, they morphed into flipped classroom dynamics elements. This was maintained while the lecture transitioned into Universidade Aberta, a fully online university and slide sets were expanded, refined, and improved.

The time needed to create a playlist of narrated slideshows depends on the number of such resources produced but also on their content, media complexity, and media quality. Planning, preparing, scripting, graphics, rehearsing, recording, eliminating noise and audio editing, time adjustments, etc. implies that teacher's dedicate at least half a day per slideshow. But, using more advanced visuals and sounds could extend this significantly.

Impact

By using playlists of lecturer-narrated short slideshows, both teachers and students get important benefits. These slideshows provide students, colleagues, and the public in general with a perspective on the lecturer's intent as a complement with respect to the course contents. Using the lecturer's own voice enables a more human touch in distant and online learning contexts.

As pointed out by Leonel Morgado in his evaluation of this experience, when applying this approach teachers are encouraged to rethink and identify the core aspects, concerns and perspectives in each cluster of course content. This is due to the short duration of the slideshows which forces them to focus their approach.

On the other hand, students get a direct insight on what characterizes and justifies the teacher's perspective on given topics. This may contribute to improving the framing and better support the learning effort. In addition, the resources produced allow prospective students and the public to

quickly grasp the relevance of the course. Without having to enrol, they have access to the content and the approach used in the course with a degree of detail far superior to a syllabus.

What you need to replicate the practice

In order to replicate this practice, you need to be able to use video publishing websites and create slideshows. This can be done with many tools, including PowerPoint. It's also important for you to know how to time slides to match recorded audio. Also make sure to know how to record audio and edit it for crispness and noise reduction.

Start by creating a playlist on a video-sharing website (e.g. YouTube). Then, cluster parts of your study materials and activities, framing your goals, perspectives, and advice for each cluster. Subsequently, prepare a slideshow and a script for that particular framing. Record your reading of the script. Perform audio cleanup (noise reduction) and editing (cut out long spaces, clicking noises, etc.). After that, insert the audio in the slideshow, time it to the audio, and save as a video. Finally, publish your video in the video-sharing website and include it in the playlist.

The questions you should answer...

- Could you apply this practice in any subject? Reflect on what topic you would like to work on. Write down the concrete learning objectives that you would like to focus on.
- Make a list of the criteria to meet: specific objectives, duration, materials.
- Do you think that you can find content that meets the criteria of your practice to reuse it?
- You must also choose the tool you are going to use to make the slides and choose the platform to publish the videos and create the playlist. If you do not know how to edit and prepare videos with slides, find support materials to see them and make it easier for you to do this practice.
- Write down advantages and disadvantages of using this specific practice in your subject.

- In addition to publishing the videos, think about how you would share your practice (for example: steps taken, adaptations, problems found...)

Transform your course into a MOOC: the AMMIL methodology

Description of the practice

Professor Juan Quemada has been teaching software engineering in the Telecommunication Engineering School at the Universidad Politécnica de Madrid (UPM) for many years, and in 2013 was approached by the Spanish MOOC platform, MiriadaX, with the request to develop a MOOC titled "Design in HTML, CSS and JavaScript of Web and FirefoxOS Apps". Juan took the challenge, and started a deep revision process of the concepts and activities of his course, so as to distribute them in videos able to keep the learners' attention high and at the same time to replicate the intensity of the classroom teaching. To develop the first MOOC, he worked around xx days, and the result was rewarding. More than 15.000 people registered, out of which 12.500 started the course and 2.500 finished, by completing all the 70 learning micro-learning activities. All in all, over 200.000 persons have registered in 8 editions offered since 2013.

Three years into the process, in 2016 Juan and his team have consolidated the lessons learnt through this transition from a course to a MOOC in the AMMIL methodology (Active Meaningful Micro Inductive Learning), aimed to improve the quality and effectiveness of self-learning materials used in MOOCs, flipped classrooms and online courses. This methodology has proven able to minimise students' effort to achieve a given set of learning objectives, by dividing these into micro-learning objectives that need to be addressed by each activity within the module.

From a technical viewpoint, Juan has developed the so-called SAGA Recording Studio, a mobile recording studio through which professors can record their MOOCs videos in an agile and efficient way. The system has a number of innovative features: the videos don't need post-production, opening and closing videos are inserted automatically, the lecturer sees what's being recorded while he records, the recording can be repeated if necessary with a small effort, and it can be run without the need of technical support.

Impact

The AMMIL methodology was assessed through two MOOCs and an on-campus course of the Bachelor's Degree in Telecommunications Engineering at the UPM. Overall, the results of the student surveys suggest that the MOOCs created following the AMMIL methodology were useful and that students would take more courses created following this methodology. Overall, 89.8% participants of the MOOCs studied the modules following the order outlined by the teachers, rating the videos as the most useful resources, followed by the slides used within them. The least useful resources were considered to be the online forums.

What you need to replicate the practice

First, you should define the course learning objectives (LOs) in a way that each one can be addressed in one module, and structure the MOOC accordingly. In parallel, defining the module evaluation tools (or projects, if the course follows a project-based learning methodology) is a fundamental starting point. Then, you should divide each module into activities, each activity being associated to micro-LOs, and the union of each micro-LO must cover the overall module LO. Proper examples for each activity should be defined, the resources should be created (slides, documents, evaluations) assuring coherence among them, checking that everything that is explained is evaluated, and that everything that is being evaluated has been previously explained. As a last step, you can start recording, but only when the structure of the course has been properly defined and the version of the generated materials is mature enough.

The questions you should answer...

- Choose a course that you would like to transform into a MOOC.
- Do you know what a MOOC is and how to organize it? If not, study and research about it for a short time to know what you have to prepare.
- Write the learning objectives and think how you can structure in modules. Could you divide it into micro-learning objectives? How do

you want to evaluate it?

- Find a MOOC on your materia that suits your learning objectives. Could you adapt that MOOC to AMMIL Methodology?
- Could you record the videos or would you have technical capacity to be able to do it in an agile way?
- Finally, write a list of the pros and cons of using this methodology for your course and your students.

11

What have we learnt?



We have reached the end of this module.. Let us recap. What have we learnt about?

- How can I teach my students in a more creative and motivating way?
- In order to use OER efficiently we must understand how to search and share it.
- Designing an OER-based module for teaching a foreign language is a great idea. Perhaps a poem or teaching a foreign language are not fit with your course, but you can adapt it to your theme or use a non-academic text.

- We hope this module was interesting and allowed you to understand more clearly what using OER produced by other educators and experts could look like.

Please, feel comfortable about letting us comment about what was missing, could be improved or any other questions. We will be delighted to help you create an OER-based module for teaching foreign languages.

12**Time to pick up my new badge!**

If you have gone through the different videos, texts and activities proposed in this module, and if you have spent time on the learning activities, you should now know about

- Why it is a sound policy to share your material as OER,
- How to share OER through repositories, social media and communities,
- Some tools to do this technically.

There are separate badges for the 2 learning units associated with this module, and you can get another open badge for this module if you feel comfortable enough with the skills and competences described above.

For this, answer the following question.

How confident do you feel with the above competence?

- I haven't really looked into the module, just skimmed through it.
- I have read the material and watched the videos, but haven't actually engaged with it (I haven't done any of the learning activities).
- I have read the material and watched the videos, and done the first learning activity. I feel I have understood and can share my courses.
- I have read the material and watched the videos, and done (or tried to do) the 3 learning activities. I have myself already started sharing my material and have people who have used it. And I could also teach how to do this.

Module c: Use OER produced by other educators and experts

| | |
|---|---|
| # | <p data-bbox="302 523 436 550">The course</p> <p data-bbox="302 592 537 619">Short version → 1h</p> <p data-bbox="302 660 869 687">Medium version (short version included) → 2h</p> <p data-bbox="302 729 974 756">Long version (short et medium versions included) → 4h</p> |
|---|---|

1

Welcome to this module!



<https://visualhunt.co/a5/e0bbaa/> / <https://visualhunt.com/re7/b372a7b5> <http://creativecommons.org/licenses/by/2.0/>

Open Educational Practices (OEP) can provide you, as a teacher, with a variety of methods, tools and values which can make your job, as a teacher more exciting and rewarding.

Watch [this very short video](#) (EN) for a simple access.

You can find [on this website](#) (EN) a number of short videos where educators give you their point of view. Let us just watch one:

[Christie Fierro, from Tacoma Community College, tells us how she adopted open education](#) (EN).

An important part of OEP are the Open Educational Resources. These are the essence of open education as they are what permits ideas, courses, learning material to be freely and easily exchanged by teachers from all over the world.

This sounds crazy? Nothing is free nowadays? You are in part right and the teachers who have initiated this path have had a rough time at the beginning. But today, hey, things are becoming nearly normal and you can find advice, software, tools, offers to collaborate and mountains of things to get you started.

You even have some great courses to help you become a great open educator.

And now the first serious game on the matter. Teams from Spain, Ireland, Germany, Portugal and France are working together to produce [OpenGame](#) (EN).

The philosophy of [OpenGame](#) (EN) is simple: through a set of great open practices we intend to introduce some of the key ideas of open education.



2

More about open education?

Do you want to know more about the history of open education? Are you interested in hearing inspired speakers telling you why and how to do this?

Then follow us:

[In this talk](#) (EN), the author tells us about his own experience in open education.

One of the chief actors in Open Education is Creative Commons. Not only do they provide us with a great licensing system but they allow us to get a lot of information about the open education movement too. Their [webpage on open education](#) (EN) is a great place to start exploring.

Another important player is UNESCO. The term “Open Educational Resources” was introduced during the first conference at Unesco headquarters in 2012. To start reading about Unesco and the OER, [start here](#) (EN,FR,SP). In November 2019 a recommendation was adopted by all member states which is a decisive step forward. You should study that text!

3

Discover the practice!

Enough about “why”, let us start doing something. Using OERs produced by others is one of the first steps to engage in an open education environment. However, it implies a cultural shift. So, how to conduct that transition?

Switch from a commercial textbook to an open textbook

Being for cost, lack of access or other reasons, often students complain that they find difficulties in reaching for commercial textbooks. This is particularly experienced by those students whose life load would not allow them to attend a full-time or even part-time on-campus programme.

Dr. James Brunton, who is Chair for open education, at Dublin City University, has developed an interesting experience which has allowed him to overcome this barrier. Up to the 2017 academic year, the Psychology Foundation module on the Psychology Major programme used a commercial textbook to complement the online learning materials provided by the programme team. This is a standard practice in most higher education institutions across the world. However, this represents an additional cost to students. So, from the 2018 academic year, a switch was made by Dr. Brunton from using this commercial textbook to a new open textbook available online.

This textbook was selected based on a set of criteria. Namely, the content and structure of the material was of high quality, and it was sufficiently detailed to replace the textbook that had been used. As with every open textbook, this one is accessible on the web at no cost. Moreover, it allowed for a constant update of its content.

Are you feeling inspired by this practice? As you may have seen, this practice has changed the module into a zero textbook cost module through its replacing of a commercial textbook with an open textbook. Students do not now encounter any issues with access to the required textbook due to cost or lack of access through the institutional library.

We can go further and think together how to start using open textbooks.

4 What do we need?

Willing to try it? Maybe we should learn more the skills we need to do that.

What extra-skills do you think we need in order to implement this practice?



Source: https://live.staticflickr.com/4825/46694963242_0ef4443a11_c.jpg

Here are 4 skills: which do you think are going to be necessary to move forward like Dr. James Brunton?

Search for OER

If the trainee ticks this box> Yes, indeed this skill is required!

Use open licenses

If the trainee ticks this box> Indeed, knowing how to use open licences could be very useful and we will learn more about it in other modules.

Create, revise and remix OER

If the trainee ticks this box> Yes, indeed this skill is required!

Teach with OER

If the trainee ticks this box> Indeed, knowing how to teach with OER is very useful and we will learn more about it in others modules.

All 4 are necessary!

If the trainee ticks this box> Indeed, all 4 could be useful in OER usages and we will learn about the 4 skills along the 8 modules. Here, we are going to focus on searching for OER and creating, revising and remixing them.

I really don't know

If the trainee ticks this box> Do not worry, it is okay not knowing which skill could be necessary or not. Here, we are going to focus on searching for OER and creating, revising and remixing them.

Let us debrief. Yes, it is important to know how to use open licenses. Without this knowledge you will have problems using open educational resources efficiently. This is covered in modules a and f. Knowing how to teach with OER is also very useful, but we will learn more about it in modules e and f. In the setting of this module however more important skills and competences are the two following ones.

In fact, how to search for OER, find and select relevant materials produced by others which could meet your students' learning needs is absolutely paramount. This will contribute significantly to assure the quality of the learning experience you provide.

However, in order to take full advantage of the experience of using open educational resources it's important to take part in the process of continuous co-construction of the materials, by contributing to improve their quality and widening their outreach. Therefore to be able to revise and remix OER which have been produced by other educators and experts in different contexts from yours, managing to adapt and localize its content, seems to be an absolutely compulsory step.

We will continue our learning and discover more about these two skills that we will need to develop this practice.



5

A little bit more about..

But first, let's discover more about what searching for OER really means

If you feel uncomfortable because you really don't know much about searching for OER, a **15 mn introductory course on search for OER**. For this, **GO TO [LU 2](#)**.

If you have followed the course or have read a lot about it, you can skip the course and take **this quiz** to check how well you are doing. For this, **GO TO [LU 2](#)**.

If you have both taken the course and the quiz (or feel you know the material) continue.

Please choose:

I want to learn about searching for OER

If the trainee ticks this box> the course is proposed.

I have taken the course and want a test

If the trainee ticks this box> the test at the end of the course is proposed.

I don't want the course nor the quiz

If the trainee ticks this box> the trainee continues to section 6.

6 And also about..

We have learned about searching for OER but what about creating, revising and remixing OER?

The aim of this course is to give you tools and methods to create, revise and remix OER.

If in doubt, you should follow a 15mn course on how to create, revise and remix OER. **For this, GO TO [LU 3](#).**

If you have followed the course or have read a lot about this competence, you can skip the course and take **this quiz** to check how well you are doing. **For this, GO TO [LU 3](#).**

If you have both taken the course and the quiz (or feel you know the material) continue.

Please choose:

I want to learn about creating, revising and remixing OER

If the trainee ticks this box> the course is proposed.

I have taken the course and want a test

If the trainee ticks this box> the test at the end of the course is proposed.

I don't want the course nor the quiz

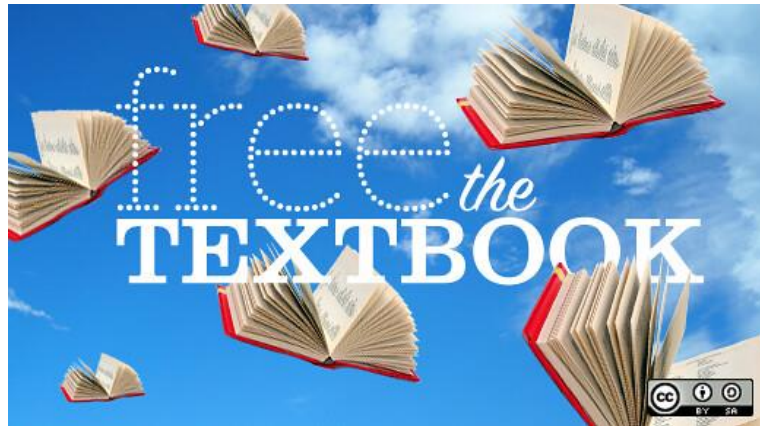
If the trainee ticks this box> the trainee continues to section 7.



7 Let the learning activity start!

First, you should choose the theme for your course: this can be one that you would like to give one day, one you already gave, or even something you would just want to know more about. Once you have done it, write it down. Even if, later one, you realize this is the wrong course to do this, please stick to your initial idea as you will only have 20 minutes for the learning activity.

Switch from a commercial textbook to an open textbook: where do I start?



<https://visualhunt.co/a5/5613ec> / <https://visualhunt.com/re7/b372a7b5> / <http://creativecommons.org/licenses/by-sa/2.0/>

Imagine you need to use a set of resources to facilitate your students learning process at a particular course module.

We ask you to consider the following questions, answer them truthfully as you move on:

- How should you organize the search for an open textbook? What do you expect to find and where can you find it?
- Is the repository in which the OER is hosted reliable? Is the OER available for the duration of the leaning activity? Is the OER accessible to all students, even the ones with special needs?
- What criteria should you apply to select the best open textbook to replace the commercial textbook in the given context of your class?
- Do you expect to use the OER in full or just partly? Do you need to revise it and adapt it to your teaching context? Do you want to remix it with other materials?
- Does the open textbook have an open license? Does the given license allow you to perform the use and reuse you plan?
- How are you going to evaluate the use of the OER in the particular learning experience?

8

More to explore...

After these early reflexions, let's go a bit further.

Imagine you are proposing to switch from a commercial textbook to an open textbook in your classroom.

- What do you think your students would need to engage in using an open textbook?
- What do you need to do in order to prepare this activity? Build a “to do” list.
- Would you have some kind of impediment in your class to develop it?
- Would you accept suggestions from your students?
- Going deeper in the activity, try to build a manual introducing this activity : introduction of how to switch from a commercial textbook to an open textbook and its processing, how it works, a brief of your expectations, some themes to research etc.
- How would you evaluate your students?

9 Some thoughts about it?

So we have explored the use of OER and in particular open textbooks to support student learning. Let now sum up with some simple questions :

- Did you find this experience of switching from commercial learning support materials to OER easy to apply in your course?

Yes→ Good news, please continue!

No→ Oh, what a pity! Why not use this opportunity to try to create a new OER dedicated to your course theme? You may use your institution's technical support staff and involve your own students in the process!

- Are you going to search for OER and in particular open textbooks which can be used in your course?

Yes→ Great news, it is indeed a good idea!

No→ Perhaps, you think the theme you chose or the course may be too particular to find open textbooks. However, it is worth the try. It could be easier than you may think to find quality OER relevant to your course.

- Do you think switching from commercial learning materials to open textbooks and/or other OER is a more cost-effective and sustainable teaching and learning practice?

Yes→ Perfect! The switch to open textbooks will most certainly promote a more sustainable teaching and learning environment.

No→ Maybe you could reflect on how widening access to learning materials and decreasing its cost might promote student participation.

- Do you consider the use of open textbooks and other OER to be a facilitator for the implementation of innovative educational practices?

Yes→ Perfect! The use of open textbooks and other OER might facilitate the implementation of pedagogical innovation, as open educational practices.

No→ It is okay, but it might be useful to reflect on how the use of open educational materials might lead to the opening up of teaching and learning practices, thus facilitating pedagogical innovation.

- Do you think your institution and the stakeholders will be willing or able to support you in implementing this open educational practice?

Yes→ Perfect, we are glad to read it, it means you really have a perfect work environment which will facilitate innovation and the implementation of open educational practices.

No→ In this case you will need to explain the benefits of open textbooks and/or a defense of the quality of the chosen open textbook.

- Do you feel the need to provide additional guidance to your students (e.g. suggested learning activities) when using open textbooks in your course?

Yes→ Excellent! This means you really understood how to conduct the switch to open educational practices.

No→ Well, you might like to rethink this issue. If you wish for your students to take the most of this learning experience with open textbooks and OER, which allows them to explore it on their own, it is important that they receive as much learning support as possible.

- Now do you feel fully confident to implement this practice?

Yes→ What amazing news! We are delighted that you plan to introduce this practice. Please do not hesitate to return to us with feedback once you have done it.

No→ If for some reason, this activity seems too difficult or not clear enough, please do not hesitate to reach us with your interrogation. We will be delighted to help you.



10

Let's discover two other practices!

Does this practice inspire you? Now, you have discovered what switching from a commercial textbook to an open textbook could mean, here you can find more examples and practices that have been implemented in class.

We invite you to read those two practices and answer to the questions below:

Transform your MOOC into an OER

Description of the practice

Politecnico di Milano was the first Italian technical university to develop a MOOC platform, called Polimi Open Knowledge (POK). The platform was launched in August 2014 with two courses in Italian: Introduction to physics and PreCalculus. Like many MOOCs, PreCalculus, which aimed to recap the essential mathematics for enrolling in a STEM program in the university, was based on a set of copyrighted content, mainly videos. In the following 5 years, the content of the MOOC was used for different purposes within the university: within the design of a new blended preparatory course for first-year students, as a part of the “FlipMath” research project, and as part of the math course for the first-year Architecture students. These multiple uses showed clearly that the value of the MOOC contents was in their reusability, and that the fact that they were copyrighted was preventing their potential further use. Therefore, it was decided to change the licenses of all the MOOCs contents, moving towards Creative Commons licenses.

As the first step, the main authors were informed by the Educational staff and IT team about such a possibility and the procedure. Then, the authors decided to change the license of all the materials in the MOOC, such as videos and quizzes. Therefore, the decision process was quite easy. However, the most challenging part was to contact all the instructors of the MOOC explaining them the reasons for such decisions. In particular, the idea of "losing" something they have done was addressed with the idea of "spreading" knowledge through those materials. This a-posteriori process requires a lot of effort that could be avoided by more linear procedure, namely launching the MOOC as OER from the beginning.

From a technical perspective, it was necessary to check again for all materials in order to be sure that everything was consistent with the decision of going for a CC license, which means it was necessary for all materials to be owned by authors or reusable according to the chosen license. Then, all authors shared a document in which each of them declared to be willing to use a CC BY NC license. Then the MOOC was changed from all rights reserved to CC BY NC licensed, and all videos uploaded in the MOOC playlist in Youtube were associated with a CC BY NC license in their description. Given that the MOOC is uploaded in POK, Polimi Open Knowledge, which is developed starting from OpenEdX, then it was quite easy to change the license of the MOOC because the platform supports CC licenses and makes it easy the change

Impact

It is early to observe the impact of such a choice, since the MOOC is under CC-BY-NC license since the beginning of 2020. However, the instructors involved in the process are aware of the possibility to share materials under the open license. For instance, some of them are considering changing the license of another national project on social-mathematics. Thanks to the new adopted licence, now every Italian professor of mathematics can use the contents of this MOOC in their teaching, without having to ask permission but simply quoting the source of the content. At the same time, students taking the MOOC can save and reuse the course videos, text, and activities as much as they like.

About the MOOC team, the impact was related to some management issues, the preparation of the documents for the licenses, some minor changes in the POK platform and some changes in the video descriptions in the Youtube channel, given that the materials were developed just

for the MOOC itself and didn't include other author's materials, so just MOOC's authors documents were required and no need to go back to editing videos or contents was needed. Also, being that Polimi has an Institutional team working toward Sustainability and being that the awareness about SDGs is quite popular within the MOOC team, motivation played an important role in jumping on board of the work needed, because it contributes directly to SDG 4, "Quality education for All", and the team is proud to support its achievement.

What you need to replicate the practice

First, you should consider adopting open licenses for your MOOCs from the beginning, whenever possible, because it is not always possible to go back to open when the MOOC is closed and built without this sensitivity.

If you want to open up the licenses of an existing MOOC, these are the suggested steps:

Contact all the experts to have their permission, one by one, by asking them to sign a document in which they declare to be willing to license their materials with a certain license, with date and signature.

Check all contents used in order not to infringe any copyright within the materials (any formats, eg. Quizzes, videos, etc.)

Assign the chosen license to all the materials, wherever they are published, in order to be easily retrievable by others and with clear indication about how to quote the original work, following the rules available on CC website.

The questions you should answer...

- Choose a course you teach or would like to teach in which you want to use an OER. Write it down and prepare a 3 line synopsis of the course.
- If you know nothing about what is an OER or how to turn a resource into an OER, spend 10 minutes figuring out what they are and how they work.

- A good starting point is to watch the following [video](#) (EN,FR,SP,GE,PO).
- and to have a look at UNESCO's [A Basic Guide to Open Educational Resources \(OER\)](#) (EN,SP).
- At this point, do OER seem adapted to your course?
- Write down advantages and disadvantages of using OERs in your subject.
- Choose the MOOC you wish to turn into an OER and check:
 - Are the MOOC learning goals and content related to the ones you've selected for your lesson?
 - Don't the authors of the MOOC object at turning the MOOC into an OER
 - Does the MOOC platform use Creative Commons or any other open licence?
- Now think about your audience, your students. Any reason for them not to be able to use OERs? Do they know enough about OERs? Are they autonomous learners?
- At this point, suppose you are going to give it a go. Develop a "to do" list of what you would have to do to adapt the practice to your particular context.

Use open video tutorials to foster explorative learning

Description of the practice:

Cooking recipes, repair instructions, tutorials on IT problems, gardening tips: in all these cases the use of free explanatory videos is a great source of informal learning, especially for young people. So why not use video tutorials to communicate academic-related content?

Florian Schmidt-Borcherding created, also reusing existing OER, teaching videos on empirical research methods within two courses of the Master's program in education in the University of Bremen, with the aim of supporting explorative learning. The videos are intended to be

accessible as a tool for explorative learning throughout the entire course studies. Thus, they can be used by the students both within and after the course for the acquisition of competences in research methodology.

For this purpose, Florian introduces the students to the materials (videos & tasks) and to the basic principles of the face-to-face classes as support for online-based independent learning. Students work through both the videos produced by Florian and the ones suggested by him. Accompanying self-study exercises complete the flipped classroom and blended learning formats. During face-to-face meetings, questions regarding the video contents and self-study tasks are clarified and contents are deepened.

Impact

Video tutorials are a highly important source of information for young people. Accordingly, students use those videos to elaborate a topic and to find alternative solutions to a problem. This ability of independently researching and using information is a crucial part of the so called exploratory learning which is a crucial competence of students in higher education. The use of explanatory videos within the scope of a course promotes those skills. In addition, students benefit from the format of the inverted classroom since the resulting open spaces are used to compensate for the large differences among students regarding their previous knowledge.

The feedback from students was generally positive. As far as the inverted classroom as a principle is concerned, the students rated the flexibility they gained in terms of knowledge acquisition, the self-study questions, the communication, and atmosphere during the face-to-face meetings as positive. Furthermore, the e-assessment results were significantly higher compared to previous years.

What you need to replicate the practice



As a first but crucial step, educators have to restructure their existing course structure in order to run it through a flipped classroom and blended approach, i.e. students watch the digital learning modules, they take the self-study exercises, all of this is discussed in the classroom. Then they can start searching for suitable videos on the respective topics. Florian Schmidt-Borcherding used course records and SPSS video tutorials provided by the YouTube channel "Statistics on the PC". Another possibility is to create video material for your needs. Then, educators have to design the face-to-face sessions (discussions and/or working on exercises, question and answer sessions, consolidation of content and objectives) as well as an assessment format that ensures coherence between learning objectives, teaching materials and examination requirements.

Before starting the course, the online learning contents including videos and self-study exercises must be uploaded in an accessible platform. During the introductory session ("kickoff") it is important to introduce students to the materials (videos & tasks) and the flipped classroom format. The exercises have to be completed on a weekly basis and the videos can be used for both preparation and support during the exercises.

The questions you should answer...

- Choose a course you teach or would like to teach in which you want to use open video tutorials. Write it down and prepare a 3 line synopsis of the course.
- If you know nothing about open video tutorials, spend 10 minutes figuring out what they are and how they work.
 - A good starting point is to watch the following [video](#) (EN,FR,SP,GE,PO).
- At this point, do open video tutorials seem adapted to your course?
- Write down advantages and disadvantages of using open video tutorials in your subject.
- Now think about your audience, your students. Any reason for them not to be able to use open video tutorials? Do they know enough about open video tutorials? Are they autonomous learners?

- At this point, suppose you are going to give it a go. Develop a “to do” list of what you would have to do to adapt the practice to your particular context.

11

What have we learnt?



Photo credit: <https://visualhunt.co/a5/75a730>>opensourceway on <https://visualhunt.com/re7/1d98e480>>Visualhunt.com / <http://creativecommons.org/licenses/by-sa/2.0/>> CC BY-SA

We have reached the end of this module. Let us recap. What have we learnt about?

- What searching for OER is about and how interesting and motivating these open materials could be for my students, providing them with more updated content, more accessible and at no cost.

- In order to use OER efficiently we must understand how to create, revise and remix them in the framework of the conditions set by a given open license.
- Switching from a commercial textbook to an open textbook is a great alternative. It allows you to design more inclusive, collaborative and innovative teaching and learning experiences.

We hope this module was interesting and allowed you to understand more clearly what using OER produced by other educators and experts could look like.

Please, feel comfortable about letting us comment about what was missing, could be improved or any other questions. We will be delighted to help you to start using open educational resources in your classes instead of commercial textbooks and other materials.



12**Time to pick up my new badge!**

If you have gone through the different videos, texts and activities proposed in this module, and if you have spent time on the learning activities, you should now know about

- How to select specific repositories for OER, being able to reach and to use them,
- How to use the material produced by others,
- How to adapt their material through remixing,
- Some tools to do this technically.

There are separate badges for the 2 learning units associated with this module, and you can get another open badge for this module if you feel comfortable enough with the skills and competences described above.

For this, answer the following question.

How confident do you feel with the above competence?

- I haven't really looked into the module, just skimmed through it.
- I have read the material and watched the videos, but haven't actually engaged with it (I haven't done any of the learning activities).
- I have read the material and watched the videos, and done the first learning activity. I feel I have understood and could use other people's OER if I had to.

- I have read the material and watched the videos, and done (or tried to do) the 3 learning activities. I have myself already done remixing, dealing with licensing, etc. And I could also teach how to do this.



Module d: Share lesson plans and content with other educators

| | |
|---|---|
| # | <p>The course</p> <p>Short version → 1h</p> <p>Medium version (short version included) → 2h</p> <p>Long version (short et medium versions included) → 4h</p> |
|---|---|

1

Welcome to this module!



Open Educational Practices (OEP) can provide you, as a teacher, with a variety of methods, tools and values which can make your job, as a teacher more exciting and rewarding.

Watch [this very short video](#) (EN) for a simple access.

You can find [on this website](#) (EN) a number of short videos where educators give you their point of view. Let us just watch one:

[Christie Fierro, from Tacoma Community College, tells us how she adopted open education](#) (EN).

An important part of OEP are the Open Educational Resources. These are the essence of open education as they are what permits ideas, courses, learning material to be freely and easily exchanged by teachers from all over the world.

This sounds crazy? Nothing is free nowadays? You are in part right and the teachers who have initiated this path have had a rough time at the beginning. But today, hey, things are becoming nearly normal and you can find advice, software, tools, offers to collaborate and mountains of things to get you started.

You even have some great courses to help you become a great open educator.

And now the first serious game on the matter. Teams from Spain, Ireland, Germany, Portugal and France are working together to produce [OpenGame](#) (EN).

The philosophy of [OpenGame](#) (EN) is simple: through a set of great open practices we intend to introduce some of the key ideas of open education.



2

More about open education?

Do you want to know more about the history of open education? Are you interested in hearing inspired speakers telling you why and how to do this?

Then follow us:

[In this talk](#) (EN), the author tells us about his own experience in open education.

One of the chief actors in Open Education is Creative Commons. Not only do they provide us with a great licensing system but they allow us to get a lot of information about the open education movement too. Their [webpage on open education](#) (EN) is a great place to start exploring.

Another important player is UNESCO. The term “Open Educational Resources” was introduced during the first conference at Unesco headquarters in 2012. To start reading about Unesco and the OER, [start here](#) (EN,FR,SP). In November 2019 a recommendation was adopted by all member states which is a decisive step forward. You should study that text!

3

Discover the practice!

Enough about “why”, let us start doing something. Sharing your lesson plans or some content with colleagues could be interesting for you as a teacher or future teacher. If we agree on this point, the question becomes how can we share your lessons plans or contents? And how can we be sure of the quality content being shared? Do we have the authorization to share contents?

Produce OER playlists with the help of Artificial Intelligence

OER appear to be a partial answer to these questions because you can use, modify and share it. But searching for relevant OER can be difficult for an educator and even more, to make it available for others!

The X5 Learn platform is a tool that allows teachers to find and recommend OER, assemble these into a playlist by using different Artificial Intelligence tools, and redistribute the playlist as a new OER.

But what is an OER playlist? This is a list of OER gathered, collected, recommended on the web. The playlist is itself an OER and can therefore be exchanged with our students or with fellow teachers.

The play list can be visualized (as can the content) on the X5-Learn platform but it can also be downloaded as an mbz file, so can then be opened directly in Moodle (other LMS in the future).

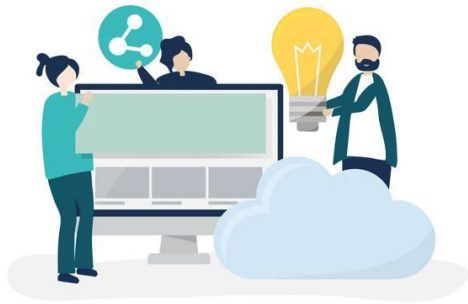
Currently, the platform connects 117 781 resources to 2.2 M users and has facilitated 10.7 user-material learning interactions. It connects data from 17 repositories, counting a total of 770 069 contents, which are automatically transcribed and translated with native AI.

Are you feeling inspired by this tool? We can go further and discover together the use of it by producing an OER playlists.

4 What do we need?

Willing to try it? Maybe we should learn more the skills we need to do that.

What extra-skills do you think we need in order to produce OER playlists with the help of Artificial Intelligence?



Here are 4 skills: which do you think are going to be necessary to move forward?

Create, revise and remix OER

If the trainee ticks this box> Indeed, creating, revising and remixing could be useful in OER usages and we will learn more about it in others modules.

Use open licences

If the trainee ticks this box> Indeed, using open licences could be useful in OER usages and we will learn more about it in others modules.

Design open education experience

If the trainee ticks this box> Yes, indeed this skill is required!

Share OER

If the trainee ticks this box> Yes, indeed this skill is required!

All 4 are necessary!

If the trainee ticks this box> Indeed, all 4 could be useful in OER usages and we will learn about the 4 skills along the 8 modules. Here, we are going to focus on designing open educational experiences and sharing OER.

I really don't know

If the trainee ticks this box> Do not worry, it is okay not knowing which skill could be necessary or not. Here, we are going to focus on designing open educational experiences and sharing OER.

Let us debrief. Yes, it is important to know how to create, revise and remix OER and you have learnt or will learn about in module a and c. In the setting of this module, some skills are less important than others. Indeed, using open licences is significant and without this knowledge you will have problems using open educational resources efficiently. We have learnt or will learn about it in modules a and f. So in this case we should agree that the two important skills and competences to develop are the two last ones.

Indeed, this is just one open educational experience and there are many others who share similar ideas. So we should know that there a general setting, usually called “Open Educational Practices” in which this particular idea fits very well;

Once you have designed an open education experience or you have created a new OER, one important element is to be able to share OERs with students, educators or anyone that could be interested. OERs are created to be shared and to reduce inequality in access to education. Therefore, knowing how to share OER seems like a compulsory step.

So let's do some learning and find out more about the two skills we believe we need to work on.



5 A little bit more about..

But first, let's discover more about what designing open educational experience really means.

If you feel uncomfortable because you really don't know much about designing open educational experience, a **15 mn introductory course on designing open educational experience**. For this, **GO TO [LU 5](#)**.

If you have followed the course or have read a lot about it, you can skip the course and take **this quiz** to check how well you are doing. For this, **GO TO [LU 5](#)**.

If you have both taken the course and the quiz (or feel you know the material) continue.

Please choose:

I want to learn about designing educational experiences

If the trainee ticks this box> the course is proposed.

I have taken the course and want a test

If the trainee ticks this box> the test at the end of the course is proposed.

I don't want the course nor the quiz

If the trainee ticks this box> the trainee continues to section 6.

6 And also about..

We have learned about designing open educational experiences but what about sharing OER?

The aim of this course is to give you tools and methods to share OER.

If in doubt, you should follow a 15mn course on how to share OER. **For this, GO TO [LU 4](#).**

If you have followed the course or have read a lot about this competence, you can skip the course and take **this quiz** to check how well you are doing. **For this, GO TO [LU 4](#).**

If you have both taken the course and the quiz (or feel you know the material) continue.

Please choose:

I want to learn about sharing OER

If the trainee ticks this box> the course is proposed.

I have taken the course and want a test

If the trainee ticks this box> the test at the end of the course is proposed.

I don't want the course nor the quiz

If the trainee ticks this box> the trainee continues to section 7.

7 Let the learning activity start!



Let's follow step by step this tutorial in order to discover X5 Learn:

- Go to <http://x5learn.org> (EN), and sign up for free. You will receive a confirmation email to confirm your inscription.
- Create your first playlist by clicking on "Select Playlist" on the left, choose playlist name and click on "save".
- On the left side, type the keywords or topics you are interested in. Here, let's try with "Climate change".

- You can now navigate into different materials. When you find some material which sounds interesting, save it for later by clicking on “Add to playlist” and then choose the one you just created.
- Once your playlist is finished, you can click on it on the left side and choose to “publish”. You can also choose to optimise the learning path. This option will class the materials selected by the order the most appropriate (levels of difficulty).
- When you click on publish, you have to fulfil some boxes : title, description, author, licence (Creative Commons is chosen by default). When you are done, click on “submit”.
- You can now “view published playlist”. You have here several options such as “info”, “share”, “clone” or “download”. Let’s try to share it first. When you do click on share, a link is given you on screen and also by email ! This link allows you to share your playlist to anyone you want.
- What about downloading it? When you click on “download”

And “tadam”. Here we have searched for OER, created a playlist and then shared it. You can try it again at home if you want with other themes! Quite simple right?

8

More to explore...

After these early reflexions, let's go a bit further.

Imagine you are proposing to discover X5 Learn in your classroom.

- What do you think your students would need?
- What do you need to do to prepare this activity? Build a "to do" list.
- Going deeper in the activity, try to build a manual introducing this activity : introduction of X5 learn, how it works, a brief of your expectations, some themes to research etc.
- How would you evaluate your students?

9 Some thoughts about it?

So we just experimented with an open education experience and discovered that we could share a playlist of OER easily. Let's now sum up with some simple questions :

- Did you find this experience easy to realize?

Yes→ Great to know this, the tool is easy to navigate on. Hope it will help you further.

No→ Oh, sorry about this! Maybe you could leave us a comment about what was difficult at the end of the module.

- Do you think about using X5 Learn again?

Yes→ Amazing news! We hope this tool is going to help you in your daily work

No→ Oh it is okay! Maybe you do not see the advantage of it or you already have some tools to help you find some resources. Please do not forget that X5 Learn can provide you Open Educational Resources free of using, remixing and distributing!

- Do you think using this tool will be a time-saver for your teaching activity?

Yes→ Indeed, X5 learn could be a time-saver because it searches, selects and recommends for you efficient OER.

No→ Perhaps you are not yet used to this tool. Maybe by starting to use it from time to time, it will help you!

- Do you think your students could use it to find some EOR materials?

Yes→ Indeed, X5learn is a tool made for both teachers and students. Students can look for materials and recommendations. If you want to learn more about the tool you can visit <https://platform.x5gon.org/> (EN).

No→ Maybe, you think it is too technical or the tool is not easy to navigate on. In this case, you may know that a new version is being developed so it could be worth trying to use it in the future !

- Do you want to know more about X5 Learn?

Yes→ We are glad to know it. Please find all there is to know about X5 Learn and the european global project X5Gon on <https://platform.x5gon.org/> (EN).

No→ It is okay! We hope you enjoyed this activity.

10

Let's discover two other practices!

Does this practice inspire you? Now, you have discovered what sharing lesson plans and content with other educators could mean, here you can find more examples and practices that have been implemented in class.

We invite you to read those two practices and answer to the questions below:

Co-produce OER through teachers' content clubs: the iShare methodology

Description of the practice

In order to share and receive content for their courses, educators at Baden-Württemberg Cooperative State University in Karlsruhe, Germany have the possibility to use the iShare methodology, which is based on the idea of so-called content clubs. These are working groups of teachers in related subjects that permanently team-up, creating sustainable working communities to support their teaching. Thus, by creating a content club you can benefit both if you want to develop a new course as well as if you want to improve and update your materials.

iShare fosters the synergetic creation and use of teaching material (released as OER) via the university Moodle platform in connection with the central OER repository of the universities in Baden-Württemberg ([ZOERR](https://zoerr.de) (GE)). Within the content clubs, teachers are engaged and enabled to



create and jointly publish teaching content and to discuss didactic issues. These content clubs are set up on the initiative of teachers in related fields that seek for exchange. Within the content clubs, experts share learning materials and provide peer feedback. Trust, acceptance and expertise are basic ideas of sharing learning materials which enable synergies and cooperation even across subject boundaries or institutions.

Impact

Collaborative creation of teaching materials saves time and resources, and increases the relevance and quality of your teaching and materials. Beyond the benefits of collaborative content creation and sharing, you will learn about Open Educational Resources. At Baden-Württemberg Cooperative State University after a build-up period of six months supported by the Education Support Center, the content clubs continue and organize themselves independently. Out of a total of 13 content clubs, 8 meetings were realized, 4 will take place in the near future. Within the content clubs, teaching material is constantly being shared and developed and the members are in active exchange about the didactic methods.

What you need to replicate the practice

Building a content club is very simple. First, of course, you have to find colleagues that are interested in sharing and exchange. For this purpose, you may promote the idea of sharing and collaboration across your faculty or your university etc. and provide information on the creation of a Content Club for your colleagues. Then you have to organise your first meeting with your interested colleagues, at least there should be two teachers. Optionally, you can decide to create the position of a curator who is responsible for facilitating the club and ensuring that new club members are integrated, that conflicts are resolved, and that the collegial spirit is being maintained. The club members should then determine and agree on the content structure of the course they might want to develop and on the common main topics. In order to share and exchange course materials, a course space with content sharing option within your existing learning platform should be set up.

The questions you should answer...

Choose a course or a theme you would like to co-produce OER. Write it down and write a 3 line synopsis of the course.

If you know nothing about content clubs, spend 10 minutes figuring out what they are and how they work.

At this point, do content clubs seem adapted to your course or theme?

Now spend some time specifically searching for some educators or colleagues who could be interested in creating one?

Write out the pros and cons of content clubs.

Now think about your audience, your colleagues or peers. Any reason for them not to be able to use a content club? Do they know enough about it?

At this point, suppose you are going to give it a go. And build a “to do” list of what you would have to do to adapt the practice.

Share innovative teaching practices through an online repository

Description of the practice

This practice, developed within the University of Zaragoza in Spain, relates to the sharing teaching innovation good practices among educators. Through a peer-reviewed process, teachers take a series of steps from the definition of the educational innovation project to the final description of the innovation and its main results, so that the practice can be replicated. The process relies on an online repository, which is a shared place for sharing the best university teaching practices, so that they are available and organized to facilitate their transfer to the entire university community and beyond. This facilitates the creation of a community around educational innovation.

The repository, developed by a research group in the University of Zaragoza, the Innovation Lab in Information Technology in the Polytechnic University of Madrid and a research group in the University of Salamanca, allows educators from the University of Zaragoza to upload their best teaching innovation projects, and allows other teachers to improve these educational innovation, building on previous iterations of successful practices and not falling into the ‘reinventing the wheel’ pitfall. The repository is open to any interested actor and utilises a set of categories that

permits the classification of the stored practices and makes complex searching procedures possible, which facilitates the reuse of the repository's accumulated knowledge and the transferability of educational innovations.

Impact

The repository is being able to help teachers apply educational innovation to their subjects through open access to knowledge. Knowing what other teachers have done in their subject area, finding information based on specific needs, or identifying experiences based on the results they wish to improve in the subjects themselves are some of the possibilities. Also, the repository is the base from which a robust and mature educational innovation community is being created. As individuals and teams from other institutions access stored practices, this results in both the spreading of the knowledge within the academic community and an increase in the visibility of the host institution through its open sharing of the educational innovative good practices.

The impact of this practice is shown by the fact that the University of Zaragoza is using the process and repository as the basis of its institutional programme of teaching innovation, with more than five editions and a demonstrable increase in open knowledge based on innovation in education. Also, the practice supports the creation of a real open interdisciplinary education community for educational innovation. This community is consolidated around the CINAIC International Conference, involving educators and researchers from different educational levels and institutions.

What you need to replicate the practice

The repository is available to be used by anybody upon registration, in Spanish. (<http://www.buenas-practicas.net/> (SP))

If a university wants to implement the practice, which can be done both at faculty or degree levels, the most important aspect is not the technology used to build the repository, but the definition of the workflow to build it, which should be divided in three phases: definition, deployment and exploitation. First, it is necessary to define the educational innovation workflow and the related ontology, taking into account the context

(institution, faculty, degree). This phase could be carried out using a collaborative approach in which teachers collaborate to ensure that the workflow and the ontology covers their educational innovation needs. Based on the workflow and the ontology, the next phase is the installation and configuration of a new instance of the repository. It is possible to use an Open Source software such as DSpace or Drupal to create it. Furthermore, if there is historical data relating to local educational innovation practices, it is possible to populate the repository with this information. Finally, the exploitation phase will be based on the workflow previously presented, which usually includes the definition of the educational innovation project call, usually at institutional level; the communication of the process, the call and the repository to the community; and the opening up of the repository to others beyond the institution.

The questions you should answer...

- Choose a course you teach or would like to teach and have an online repository for.
- If you know nothing about online repositories, spend 10 minutes figuring out what they are and how they work
- At this point, does the online repository seem adapted to your course?
- Now spend some time specifically searching for some educators or colleagues who could be interested in creating one?
- Write out the pros and cons of this matching.
- Now think about your peers. Any reason for them not to be able to be part of an online repository"? Do they know enough about this format?
- At this point, suppose you are going to give it a go. And build a "to do" list of what you would have to do to adapt the practice

11

What have we learnt?



We have reached the end of this module.. Let us recap. What have we learnt about?

- What designing open educational experiences is about and how interesting and motivating it could be for my students.
- In order to use OER efficiently we must understand how to share them.
- Searching for OER and creating a playlist of it you can share is a great opportunity for you as a teacher and for your students. X5 Learn is a tool you can keep in mind when it comes to finding OER.

We hope this module was interesting and allowed you to understand more clearly what sharing lesson plans and content with other educators could look like.

Please, feel comfortable about letting us comment about what was missing, could be improved or any other questions. We will be delighted to help you to create OER playlists and share it with others educators.



12

Time to pick up my new badge!

If you have gone through the different videos, texts and activities proposed in this module, and if you have spent time on the learning activities, you should now know about

- How to share contents, activities and learning strategies with other educator by using the appropriate vias and licenses,
- Identifying repositories where finding open resources appropriate for a specific target group,
- Sharing your teaching ideas and plans to help to design better educational experiences.

There are separate badges for the 2 learning units associated with this module, and you can get another open badge for this module if you feel comfortable enough with the skills and competences described above.

For this, answer the following question:

How confident do you feel with the above competence?

- I haven't really looked into the module, just skimmed through it.
- I have read the material and watched the videos, but haven't actually engaged with it (I haven't done any of the learning activities).
- I have read the material and watched the videos, and done the first learning activity. I feel I have understood and could share actively.
- I have read the material and watched the videos, and done (or tried to do) the 3 learning activities. I am myself already engaged in sharing content, lesson plans, etc. And I could also teach how to do this.

Module e: Use OER to address learners' preferences and learning needs

| | |
|---|---|
| # | <p data-bbox="293 523 443 550">The course</p> <p data-bbox="293 592 539 619">Short version → 1h</p> <p data-bbox="293 660 875 687">Medium version (short version included) → 2h</p> <p data-bbox="293 729 978 756">Long version (short et medium versions included) → 4h</p> |
|---|---|

1

Welcome to this module!



Open Educational Practices (OEP) can provide you, as a teacher, with a variety of methods, tools and values which can make your job, as a teacher more exciting and rewarding.

Watch [this very short video](#) (EN) for a simple access.

You can find [on this website](#) (EN) a number of short videos where educators give you their point of view. Let us just watch one:

[Christie Fierro, from Tacoma Community College, tells us how she adopted open education](#) (EN).

An important part of OEP are the Open Educational Resources. These are the essence of open education as they are what permits ideas, courses, learning material to be freely and easily exchanged by teachers from all over the world.

This sounds crazy? Nothing is free nowadays? You are in part right and the teachers who have initiated this path have had a rough time at the beginning. But today, hey, things are becoming nearly normal and you can find advice, software, tools, offers to collaborate and mountains of things to get you started.

You even have some great courses to help you become a great open educator.

And now the first serious game on the matter. Teams from Spain, Ireland, Germany, Portugal and France are working together to produce [OpenGame](#) (EN).

The philosophy of [OpenGame](#) (EN) is simple: through a set of great open practices we intend to introduce some of the key ideas of open education.



2

More about open education?

Do you want to know more about the history of open education? Are you interested in hearing inspired speakers telling you why and how to do this?

Then follow us:

[In this talk](#) (EN), the author tells us about his own experience in open education.

One of the chief actors in Open Education is Creative Commons. Not only do they provide us with a great licensing system but they allow us to get a lot of information about the open education movement too. Their [webpage on open education](#) (EN) is a great place to start exploring.

Another important player is UNESCO. The term “Open Educational Resources” was introduced during the first conference at Unesco headquarters in 2012. To start reading about Unesco and the OER, [start here](#) (EN,FR,SP). In November 2019 a recommendation was adopted by all member states which is a decisive step forward. You should study that text!

3 Discover the practice!

Enough about “why”, let us start doing something. Course syllabi generally are students first contact with a course and can be perceived as a teaser for your students.

In an *open world*, you can easily imagine a co-design syllabus created by you and your students. This was what Amy Nelson, a profesor from Virginia Tech, US, did in her course.

Co-design your syllabus with your students

Professor Amy Nelson designed an open educational experience. Indeed, instead of distributing a traditional syllabus on the first day of class, she gave her students a preliminary syllabus and explained that they would work with her to complete it over the following two weeks.

In this preliminary syllabus, professor Amy Nelson proposed the Learning Objectives, module requirements, assessment methods and ICT tools to be used. These items were then discussed and amended by the students. Through individual reflection and group discussion with the instructor, the class elaborated expectations for all stakeholders. They also developed a set of collaboratively-built expectations for what the instructor’s role should be and how she should facilitate class activities.

For the students, it allowed them to increase sense of ownership, belonging and motivation. They became actors rather than readers.

Here you can read an extract of what students wrote in Amy Nelson's co-designed syllabus : *«What we expect of ourselves: Attend class with little to no absences/tardies, come to class prepared to discuss topic through readings, research, etc I expect to show up to class, participate in discussion, and turn in assignments on time, be prepared, attentive, and cooperative in the class setting, be prepared before class with research/readings, Also talk more and get out of comfort zones.»*

For Amy Nelson, this experience permitted her to incorporate students' diverse needs & learning preferences but also create a consensus on expectations for grading, appreciating the skills needed.

“I've written SO many syllabi over the years, but this one is definitely my favorite. It might not be as polished or sophisticated as some, but it did help put students and their goals and concerns at the center of my pedagogy. It was produced by and belongs to that particular learning community, and it helped frame a wonderful semester devoted to Contemporary Russia.»

As you can read, co-creating rather than receiving and reading a course syllabus seems to be very constructive for you as a professor and for your students!

Are you feeling inspired by this practice? We can go further and think together how to design a syllabus in your own future course!

4 What do we need?

Willing to try it? Maybe we should learn more the skills we need to do that.

What extra-skills do you think we need in order to implement this practice?



Here are 4 skills: which do you think are going to be necessary to do like Amy Nelson?

Design open educational experiences

If the trainee ticks this box> Yes, indeed this skill is required!

Use open licences

If the trainee ticks this box> Indeed, using open licences could be useful in OER usages and we will learn more about it in others modules.

Teach with OER

If the trainee ticks this box> Yes, indeed this skill is required!

Create, revise and remix OER

If the trainee ticks this box> Indeed, creating, revising and remixing could be useful in OER usages and we will learn more about it in others modules.

All 4 are necessary!

If the trainee ticks this box> Indeed, all 4 could be useful in OER usages and we will learn about the 4 skills along the 8 modules. Here, we are going to focus on designing open educational experiences and teaching with OER.

I really don't know

If the trainee ticks this box> Do not worry, it is okay not knowing which skill could be necessary or not. Here, we are going to focus on designing open educational experiences and teaching with OER.

Let us debrief. Yes, it is important to know how to use open licenses and without this knowledge you will have problems using open educational resources efficiently. They are covered in modules a and f. But in the setting of this module they are less important than others. Indeed, knowing how to create, revise and remix OER could be useful when it comes to OER but we will learn more about in module a and c. So in this case we should agree that the two important skills and competences to develop are the first and third.

Indeed, this is just one open educational experience and there are many others who share similar ideas. So we should know that there a general setting, usually called “Open Educational Practices” in which this particular idea fits very well;

And one thing this particular practice does need for innovation and imagination to develop is to not be blocked by boundaries such as the costs of the learning material or the limited access to the resources. Therefore, knowing how to use OER to teach seems like a compulsory step.

So let's do some learning and find out more about the two skills we believe we need to work on.



5

A little bit more about..

First, let's discover more about what designing open educational experiences really means.

If you feel uncomfortable because you really don't know much about designing educational experiences, **a 15 mn introductory course on designing educational experiences. For this, GO TO [LU 5](#).**

If you have followed the course or have read a lot about the topic, you can skip the learning unit and take **this quiz** to check how well you are doing. **For this, GO TO [LU 5](#).**

If you have both taken the course and the quiz (or feel you know the material) continue.

Please choose:

I want to learn about designing educational experiences

If the trainee ticks this box> the course is proposed.

I have taken the course and want a test

If the trainee ticks this box> the test at the end of the course is proposed.

I don't want the course nor the quiz

If the trainee ticks this box> the trainee continues to section 6.

6 And also about..

We have learned about designing educational experiences but what about teaching with OER?

The aim of this course is to give you tools and methods to implement OER in your own course.

If in doubt, you should follow a 15mn course on how to teach with OER. **For this, GO TO [LU 7](#).**

If you have followed the course or have read a lot about teaching with OER you can skip the course and take **this quiz** to check how well you are doing. **For this, GO TO [LU 7](#).**

Please choose:

I want to learn about teaching with OER

If the trainee ticks this box> the course is proposed.

I have taken the course and want a test

If the trainee ticks this box> the test at the end of the course is proposed.

I don't want the course nor the quiz

If the trainee ticks this box> the trainee continues to section 7.

7

Let the learning activity start!

First, you should choose the theme for your course: this can be one that you would like to give one day, one you already gave, or even something you would just want to know more about. Once you have done it, write it down. Even if, later on, you realize this is the wrong course to do this, please stick to your initial idea as you will only have 20 minutes for the learning activity.

Co-design my syllabus with my students: where do I start?



Imagine you are at the beginning of the year and you defined your course theme. You want to revisit your pedagogical approach by involving your students into the co-creation of your syllabus.

We ask you to consider the following questions, answer them truthfully as you move on.

- To what extent could your syllabus be co-developed with students?
- Do your students know enough about the topics to be able to build a syllabus?
- How are you going to practically organize their work? Are they going to be evaluated on this?
- Perhaps parts of your course can be co-developed: which would be the themes, the chapters where this would be possible?
- What kind of pedagogical tools do you want to integrate in your course?
- What could you present to your students to help them? Are there discussions to be had? Videos they can watch?
- Where are they going to be able to find the elements to be introduced in the syllabus? In a textbook? In another course? In their own experience?
- How are you going to deal with their results?

8

More to explore...

After these early reflexions, let's go a bit further.

Imagine you are proposing the co-syllabus activity in your classroom.

- What do you think your students would need?
- What do you need to do to prepare this activity? Build a "to do" list.
- Going deeper in the activity, try to build a manual introducing this activity : introduction of the co-syllabus activity, how it works, a brief of your expectations etc.
- How would you evaluate your students?

9

Some thoughts about it?

So we reflected on the implementation of the co-creation of your syllabus. Let now sum up with some simple questions :

- Is your course partially adapted to co-designing a syllabus?

yes/no (if no, skip the next question)

Yes→ Good news, continue!

No→ If your course is too technical, perhaps you can choose one or two chapters of the course where you can work with the students on building a syllabus (limited).

- How many learning objectives can you co-create?

Answer between 1 and 10?

If the answer is between 1 and 5> Good job, it is great to begin

If the answer is between 6 and 10> Great! It is going to be easier to implement the co-creation of your syllabus.

- Do you have pedagogical tools that you can integrate in this syllabus?

Yes→ Perfect! These tools are going to help you to implement this practice

No→ It is okay, pedagogical tools are relevant to implement this practice but you can also do it anyway.

- Do your students have competencies required to realize this experience?

Yes→ Perfect! It is going to help you very much during your experience

No→ Maybe you could sensitize your students to competencies required or adapt the experience according to your students' skill (for example : if team project experience is a problem, they could complete the preliminary syllabus at home and exchange with you directly, as a first approach).

- Do you see how to proceed to implement this practice?

Yes→ Perfect, we are glad to read it, it means you really understood the practice, the tools and methodology to get there.

No→ Oh, maybe we could review together some of the key steps to implement this practice (Prepare a preliminary syllabus, ask the students to read it and complete it over the next couple of weeks, establish students working groups to favor discussions and new ideas and finalize the collaboratively built syllabus)

- Do you plan to introduce this practice in your own course?

Yes→ What an amazing news! We are delighted that you plan to introduce this practice. Please do not hesitate to return to us with feedback once you have done it.

No→ If for some reason, this activity seems too difficult or not clear enough, please do not hesitate to reach us with your interrogation. We will be delighted to help you.



10

Let's discover two other practices!

Does this practice inspire you? Now, you have discovered what using OER to address learners' preferences and learning needs could mean, here you can find more examples and practices that have been implemented in class.

We invite you to read those two practices and answer to the questions below:

Use OER to support socialisation of perspective students

Description of the practice:

The full-time members of the Humanities Team (Dr James Brunton, Dr Orna Farrell and Noeleen O'Keeffe) in the Open Education Unit of Dublin City University academically lead a number of open education/access online programmes. These programmes provide flexible progression routes for students in order to widen participation in higher education and so attract those whose life load would not allow them to attend a full-time or even part-time on-campus programme. A key focus of the team is to support students as they transition into their higher education online programme in order to facilitate student success.

In 2017, the Humanities Team used a suite of OER created by the Student Success Toolbox project in order to address an identified learner need around supporting our new students before they begin their first academic year. We used these OER in the creation of a pre-entry socialisation course for adult, online higher education learners. The Student Success Toolbox project (2014-2016) was focused on addressing the problem of effective transitions and the foundations for student success during the initial stages of the study lifecycle with a specific focus on flexible learners.



In the context of this project a broad definition was adopted of flexible learners, which includes adult learners engaged in part-time and online/distance learning. The particular focus of this project was on supporting flexible learners through key transitions in the early stages of the study lifecycle: from thinking about study, making choices, the registration process and through to the first few weeks.

As the OER developed by the Student Success were freely available the team was easily able to adapt them for a local course focused on addressing the identified need to easing learners into online learning. The pillars of the new course were the tools developed by the project that help new students to learn about their: readiness for study at higher education level; their available time for study; their support networks; their computer skills; and expectations around what producing academic work will be like were. Additional content (text, audio, and video) and activities were created around these interactive tools to flesh out the course.

Impact

Since implementing the pre-entry socialisation course in 2016-2017 new online students on the Humanities programmes have, in the month before they begin their studies, access to staff supports along with digital readiness and preparation tools that help to scaffold them as they prepare to study for the first time in an open education, online higher education programme.

The pre-entry socialisation course has received consistently positive feedback from students since it began, and now forms the backbone of a first-year student success initiative. This shows the way in which OER can be effectively utilised to develop good quality resources for students that have a demonstrable positive impact on those students.

What you need to replicate the practice



The Student Success Toolbox project website provides guides (available from <http://studentsuccess.ie/publications/> (EN)) to support learner transition into higher education, to develop a strategic plan for a pre-entry socialisation course. These should be used to create a strategic plan for how new students will be supported through a thoughtfully designed pre-orientation course. Once your course is designed, you can adapt the OER tools from the Student Success Toolbox project for your specific context. This does require some technical expertise, or access to staff with those skills. Develop your course using the OER tools and additional resources relating to your institution, for example, video or audio stories from current students or graduates and/or links to your institutional student supports. If possible add a facilitated element with a staff member acting as a point of contact for queries and worries in the weeks leading up to the start of the academic year. Finally, build the course into programme information and your communications with new students such that they know about the course and can make best use of this facility.

The questions you should answer...

- Choose a course you teach or would like to teach. Write it down and write a 3 line synopsis of the course.
- If you know nothing about the Student success toolbox, spend 10 minutes figuring out what this is and how it works.
- At this point, do the student success toolbox seem adapted to your course?
- Write out the pros and cons of this matching.
- Now think about your audience, your students. Any reason for them not to be able to use the student success toolbox? Are they autonomous learners?
- At this point, suppose you are going to give it a go. And build a “to do” list of what you would have to do to adapt the practice.

Use OER for personalised and inclusive pedagogy: the path²in approach



Description of the practice:

Since 2018, prof Muller is using the so-called path²in methodology in his course “Introduction to Inclusive Education”, with the aim to provide students with individual learning paths in the area of inclusive pedagogy. Within the framework of teacher training and general studies, students discover explorative learning through blended learning OER modules. Furthermore, they contribute in shaping the course by introducing their own questions and ideas.

At the beginning of the course, prof Muller jointly identifies with his students 30 core topics related to inclusive pedagogy. In a next step, he and his students prepare these topics for explorative studying, by using [existing interviews and text material](#) (GE) from 18 researchers from the field of inclusive pedagogy. This material is then independently examined by the students on the basis of self-selected questions. The multimedia material (videos, podcasts, qualitative and quantitative OpenData offerings) supports different approaches to the 30 core topic and offers opportunities for in-depth work. The materials are developed interactively, with students raising their own questions on the topics, which are then integrated into the material. Due to the elaborated didactic concept and the free license, the created materials can also be used in other teacher training courses.

Impact

By creating a working environment of self-selected and changing teams, you will contribute to the students' independence and ability to cooperate. Working autonomously and independently on self-imposed questions creates a higher degree of comprehension for them and enables a deeper examination of the contents. Thus, core topics receive more attention through in-depth engagement than within chalk and talk lectures. Since the content is available online it enables students to access the topics and materials even beyond the course. The modularisation of the content and the publication of the materials as OER ensures that they can be independently reused by teachers. The methodology has been continuously developed since 2018, in February 2020 a podcast and a YouTube channel were added.

What you need to replicate the practice



To use this methodology within a blended learning course, you have to select core topics and research questions are jointly identified with the students at the beginning of the course. Then you have to enable the independent processing in self-chosen teams with the help of the multimedia teaching material that is available as OER licensed under a Creative Commons Attribution 4.0 International License. The results are presented and discussed in the seminar and new core topics and questions can be selected.

In order to implement the idea in an online learning format you have to select a core topic online and questions. To enable independent processing individually or in a team you will have to add background readings and additional material that you can find [online](#) (GE). Then the students prepare their presentation independently. Presentation and discussion can be conducted within your learning platform or in thematic blogs (admission by contribution).

The questions you should answer...

- Choose a course you teach or would like to teach. Write it down and write a 3 line synopsis of the course
- If you know nothing about “the path²in approach”, spend 10 minutes figuring out what it is and how it works (<https://www.youtube.com/channel/UCNJ3asCAbjk7wgfoVZ1m4IQ> (EN,FR,SP,GE,PO))
- At this point, do “the path²in approach” seem adapted to your course?
- Write out the pros and cons of this matching
- Now think about your audience, your students. Any reason for them not to be able to be part of this approach? Do they know enough about this format? Are they autonomous learners?
- At this point, suppose you are going to give it a go. And build a “to do” list of what you would have to do to adapt the practice

11

What have we learnt?



We have reached the end of this module. Let us recap. What have we learnt about?

- What designing open educational experiences is about and how interesting and motivating it could be for my students.
- In order to use OER efficiently we must understand how to teach with them.
- Building a syllabus with your students is a great alternative. Perhaps not fit for all courses, but a new inclusive approach.

There are many more possible open educational experiences to be discovered and perhaps they can inspire you. We hope this module was interesting and allowed you to understand more clearly what the use of OER to address learners preferences and learning needs could look like.

Please, feel comfortable about letting us comment about what was missing, could be improved or any other questions. We will be delighted to help you implement the co-designing of syllabus with students.





12

Time to pick up my new badge!

If you have gone through the different videos, texts and activities proposed in this module, and if you have spent time on the learning activities, you should now know about

- Choosing different OER according to the learners' features and goals,
- Selecting open resources which fit with different kind of students,
- Designing learning itineraries to learn in the open for different kinds of students.

There are separate badges for the 2 learning units associated with this module, and you can get another open badge for this module if you feel comfortable enough with the skills and competences described above.

For this, answer the following question.

- How confident do you feel with the above competence?
- I haven't really looked into the module, just skimmed through it.
- I have read the material and watched the videos, but haven't actually engaged with it (I haven't done any of the learning activities).
- I have read the material and watched the videos, and done the first learning activity. I feel I have understood and want to start using OER to better adapt to learner's needs.

- I have read the material and watched the videos, and done (or tried to do) the 3 learning activities. I have myself already been using OER to better adapt to the needs my students have. And I could also teach how to do this.

Module f: Co-produce your content with your students as OER

| | |
|---|---|
| # | <p data-bbox="297 427 436 454">The course</p> <p data-bbox="297 496 533 523">Short version → 1h</p> <p data-bbox="297 564 869 592">Medium version (short version included) → 2h</p> <p data-bbox="297 633 972 660">Long version (short et medium versions included) → 4h</p> |
|---|---|

1

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Source: Pixabay

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2

More about open education?

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3

Discover the practice!

Enough about “why”, let us start doing something.

Open Data, intended as openly-licensed and accessible datasets, have a great potential for teaching both because data-related competencies are increasingly required in contemporary jobs and because working with open data enables and facilitates the development of transversal skills such as digital and data literacies, critical thinking, teamwork, and global citizenship.



Source: Pixabay

Hence, in order to build the capacity of students to work with digital datasets, one activity focusing on data metrics and measurement:

Use Open Data as teaching resources: a case from social sciences

was included in the course *Technology and Evolving Forms of Publishing*, part of the Master of Publishing Program of Simon Fraser University in Canada.

During the course, the students decided on an openly accessible data set of their choice. Open source was also used for the technical tools used to organize and analyze the data. The students in this case chose to work with the Article Level Metrics (ALM) dataset from the Canadian Public Library of Science (PLOS), which contained information on the social media usage of every article published by PLOS between 2009 and 2014. The research results as well as the manipulated data set were finally also published. For this purpose an open access platform for peer-reviewed scientific publications and a repository where users can make their research outputs available in a citable, shareable and discoverable manner have been used.

Both students and the professor felt the project was a success. The publication on The Winnower brought the students into conversation with other interested academics, as well as with PLOS staff who provided further contextual information to better understand the data. As planned, students learned how to manipulate and analyse data, but more importantly, they overcame their fear of using open data. Moreover, they learned the value of open data itself and experienced how they themselves could, with little additional effort, contribute to this open data ecosystem and engage with the wider community. As students learned more about the project, it became important to deemphasize the first point (the value of the analysis) in favour of focusing the project around its exploratory aspects. This allowed students to feel comfortable experimenting with data analysis techniques and software, without getting caught up in finding meaningful results. The opportunity for students to work with a dataset of their own choosing—one relevant to their area of study, publishing—was also key to overcoming their initial fear and resistance.

Are you feeling inspired by this practice? We can go further and think together about how to create a learning experience that puts students in a position to create their own content and overcome their concerns about publishing. A learning experience that allows students to experience the benefits of co-production and peer review.

4

What do we need?

Willing to try it? Maybe we should learn more the skills we need to do that.

What extra-skills do you think we need in order to implement this practice?



Source: Pixabay

Here are 4 skills: which do you think are going to be necessary to co-produce content with your students?

Design open educational experiences

If the trainee ticks this box> Indeed, designing open educational experiences could be useful in OER usages and we will learn more about it in other modules.

Use open licences

If the trainee ticks this box> Yes, indeed this skill is required!

Teach with OER

If the trainee ticks this box> Yes, indeed this skill is required!

Guide learners to work in the open

If the trainee ticks this box> Indeed, guiding learners to work in the open could be useful in OER usages and we will learn more about it in other modules.

All 4 are necessary!

If the trainee ticks this box> Indeed, all 4 could be useful in OER usages and we will learn about the 4 skills along the 8 modules. Here, we are going to focus on using open licenses and teaching with OER.

I really don't know

If the trainee ticks this box> Do not worry, it is okay not knowing which skill could be necessary or not. Here, we are going to focus on using open licenses and teaching with OER.

Let us debrief. Yes, it is important to know how to design open educational experiences to prepare students for the use of the OER efficiently. They are covered in modules d and e. But in the setting of this module they are less important than others. Indeed, knowing how to guide students to learn in the open could be useful when it comes to co-produce content with your students but we will learn more about it in module g and h.

So in this case we should agree that the two important skills and competences to develop are the second and third. Indeed, this is just one open educational experience and there are many others who share similar ideas. So we should know that there a general setting, usually called "Open Educational Practices" in which this particular idea fits very well;

And one thing this particular practice does need for innovation and imagination to develop is to not be blocked by boundaries such as the costs of the learning material or the limited access to the resources. Therefore, knowing how to use open licenses and how to teach with OER seems like a compulsory step.

So let's do some learning and find out more about the two skills we believe we need to work on.



5

A little bit more about..

There is one “but” ... Do we know how the licensing goes? It’s very good to copy-paste and produce a cool content, but are we allowed to do that?

If you feel uncomfortable because you really don't know much about licensing, you can (and should) follow a **15 mn introductory course on open licenses. For this, GO TO [LU 1](#).**

If you have followed the course or have read a lot about open licenses, you can skip the course and take **this quiz** to check how well you are doing. **For this, GO TO [LU 1](#).**

If you have both taken the course and the quiz (or feel you know the material) continue.

Please choose:

I want to learn about how to use open licences

If the trainee ticks this box> the course is proposed.

I have taken the course and want a test

If the trainee ticks this box> the test at the end of the course is proposed.

I don't want the course nor the quiz

If the trainee ticks this box> the trainee continues to section 6.

6

And also about..

We have learned about licenses but what about teaching with OER?

The aim of this course is to give you tools and methods to implement OER in your own course.

If in doubt, you should follow a 15mn course on how to teach with OER. **For this, GO TO [LU 7](#).**

If you have followed the course or have read a lot about teaching with OER you can skip the course and take **this quiz** to check how well you are doing. **For this, GO TO [LU 7](#).**

If you have both taken the course and the quiz (or feel you know the material) continue.

Please choose:

I want to learn about teaching with OER

If the trainee ticks this box> the course is proposed.

I have taken the course and want a test

If the trainee ticks this box> the test at the end of the course is proposed.

I don't want the course nor the quiz

If the trainee ticks this box> the trainee continues to section 7.



7 Let the learning activity start!

First, you should choose the theme for your course: this can be one that you would like to give one day, one you already gave, or even something you would just want to know more about. Once you have done it, write it down. Even if, later on, you realize this is the wrong course to do this, please stick to your initial idea as you will only have 20 minutes for the learning activity.

Co-create content with my students: Where do I start?



Imagine you are at the beginning of the year and you defined your course theme. You want to revisit your pedagogical approach by involving your students into the co-creation of content.

We ask you to consider the following questions, answer them truthfully as you move on.

- To what extent could your content be co-developed with your students?
- What kind of pedagogical tools do you want to integrate in your course?
- What could you present to your students to help them? Are there some tools you could propose? Videos they can watch?
- If you plan to use open data: do your students know enough about the use and refining of open data?
- How can you support them constantly? Are there some students that know how to use and analyse open data in your class? Or is there a knowledgeable person in the university students could engage with?
- How could you support your students overcoming their resistance in working with this new method? Especially of those students with non-technical degrees and with little or no experience in maths, statistics, or computing.
- How are you going to practically organise their work? Are they going to be evaluated?
- How are you going to deal with their results?
- How are you going to organise the quality assurance of their work?
- Where should they publish their work? Which parts of their work should the students publish?
- What could you present to your students to introduce them to open licences?

8

More to explore...

After these early reflexions, let's go a bit further.

Imagine you are proposing to use open data to co-create your teaching content in your classroom.

- What do you think your students would need?
- How would you present the idea of co-creation to them?
- What do you need to do to prepare this activity? Build a "to do" list.
- Could you think of how to improve or add new elements to this practice?
- Going deeper in the activity, try to build a manual introducing this activity : introduction of open data and its processing, how it works, a brief of your expectations, some themes to research etc.
- How would you evaluate your students?

9

Some thoughts about it?

So we reflected on the implementation of the co-creation of your content. Let now sum up with some simple questions:

- Is your course partially adapted to co-designing content?

yes/no (if no, skip the next question)

Yes→ Good news, continue!

No→ Perhaps you can choose one or two chapters of the course where you can work with the students on building content together (limited).

- How many learning objectives can you co-create?

Answer between 1 and 10?

If the answer is between 1 and 5> Good job, it is great to begin.

If the answer is between 6 and 10> Great! It is going to be easier to implement the co-creation.

- Do you have pedagogical tools that you can integrate in this syllabus?

Yes→ Perfect! These tools are going to help you to implement this practice.

No→ It is okay, pedagogical tools are relevant to implement this practice but you can also do it anyway.

- Do your students have competencies required to realise this experience?

Yes→ Perfect! It is going to help you very much during your experience.

No→ Maybe you could sensitize your students to competencies required or adapt the experience according to your students' skill (for example: If the team's project experience is a problem, you could help the team define the milestones and set the schedule. Together you will monitor the progress of the project // If their resistance in working with this new method is a problem, you could offer coaching to help students become familiar with this new method // If concerns about the publication of working results are a problem, you could start by asking students to research examples of published student work).

- Do you see how to proceed to implement this practice?

Yes→ Perfect, we are glad to read it, it means you really understood the practice, the tools and methodology to get there.

No→ Oh, maybe we could review together some of the key steps to implement this practice (plan the task clearly, keeping in mind that students might not know anything on open data use; pre-select and propose some datasets that could be used within the activity; select some tools that students can use to refine the data; make sure that students get support in their work)

- Do you plan to introduce this practice in your own course?

Yes→ What an amazing news! We are delighted that you plan to introduce this practice. Please do not hesitate to return to us with feedback once you have done it.

No→ If for some reason, this activity seems too difficult or not clear enough, please do not hesitate to reach us with your interrogation. We will be delighted to help you.



10

Let's discover two other practices!

Does this practice inspire you? Now, you have discovered what using OER to co-create learning content as OER with your students could mean, here you can find more examples and practices that have been implemented in class.

We invite you to read those two practices and answer to the questions below:

Edit Wikipedia in the Classroom

Description of the practice:

Cathy Gabor, Associate Professor in the Department of Rhetoric and Language at the University of San Francisco (USF) in the United States, co-produces open knowledge with students in a Rhetoric class by leading them in editing Wikipedia entries. In her course (NewMedia/YouMedia: Writing in Electronic Environments), which is focused on helping students to understand how to write academically to meet the university's expectations, students are asked to develop research questions, work through the research process, and process writing based on that research. In an effort to open up student work in line with open pedagogical principles, the assessment of her course was changed to a project-based method where students would work openly on a public platform. This work involves students, working in groups, developing Wikipedia pages from scratch or making significant edits to existing pages. Before the start of each semester, Prof Gabor identifies a number of terms relevant to the class that either do not have a related Wikipedia page or have underdeveloped pages. Students are presented with a choice of four terms around which they form groups and begin the researching and editing process. Assessment of such an activity is complex and should reflect an understanding of wikipedia itself. For some entries, improvement means extending or expanding, for others it is more about streamlining and organizing. A

fundamental aspect of the grade is the group element: group members are surveyed anonymously to find out if there are students who under or over performed.

Impact

In 2017, Prof Gabor won the Innovation in Teaching with Technology Award at USF. Students have reported finding the project to be fun, interesting, and challenging. Prof Gabor has continued working on the topic and is currently working on the overlap between the Wikipedia code of ethics and the history of Jesuit rhetorical principles.

What you need to replicate the practice

This practice can be used as a model to bring a Wikipedia editing project into any discipline as Wikipedia supports the creation of new pages or the editing of existing entries in any field. Such a project can be created from scratch or can replace or enhance existing traditional assessment activities. There are a number of possibilities and combinations for assessment, from individual presentations to collaborative papers that present the work done on Wikipedia. Once the project has been shaped, educators need to identify a number of terms that are absent or underrepresented in Wikipedia that are appropriate to their course. The number of terms can vary depending on the design of your project and on the number of students in your class. The identification of terms can also be a part of the project itself. Detailed guidelines need to be developed for students around what it means to work openly in this way, how to mitigate the risks of working in the open, and providing the technical instructions on how to become a Wikipedia editor. WikiEdu (<https://wikiedu.org/> (EN)) is a good starting point for developing guidelines, and it is recommended that you edit some entries first to understand the process. You may wish to provide an opt out or alternative assessment for students who do not wish to work openly. If they have not already received guidance on working effectively in groups, students would also benefit from explicit support in this area. Finally, students form groups, or are placed in groups, and begin the process of researching and editing.

The questions you should answer...



- Reflect on a course you teach or would like to teach where you could adapt the practice or parts of it. Write a 3-line synopsis of the course and reflect on ways to implement the editing of Wikipedia articles.
- If you know nothing about the principles of wikipedia, spend 10 minutes figuring out what they are and how it works. WikiEdu (<https://wikiedu.org/> (EN)) is a good starting point. Edit some entries first to understand the process, while noting your personal learnings to develop the detailed guidelines that need to be developed for your students around what it means to work openly in this way, how to mitigate the risks of working in the open, and providing the technical instructions on how to become a Wikipedia editor.
- At this point, do Wikipedia entries seem appropriate to your course objectives and design?
- Now spend some time specifically searching a number of terms relevant to your class that either do not have a related Wikipedia page or have underdeveloped pages. A difficult exercise!
- Write out the pros and cons of using a public platform such as wikipedia.
- Now think about your audience, your students. Any reason for them not to be able to work with Wikipedia? Do they know enough about the platform and working openly? Are they autonomous learners?
- At this point, suppose you are going to give it a go. And build a “to do” list of what you would have to do to adapt the practice.

Make your course digital with the help of your students

Description of the practice:

If you are interested in improving your teaching digitally, have you ever thought about getting support from your students? SMILE adopts this approach through an innovative course concept, that aims to contribute to the development of an innovative and digital teaching and learning culture across the university. The novelty of the approach is that, through it, you as a teacher receive support from your students in digitising your teaching. Besides the overall concept, the resulting teaching materials can also be reused as they are available as OER. This includes both the materials provided for qualification as well as the produced learning objects. Smile is based on a reverse mentoring concept in which, out of the

usual way, students support teachers. The approach is simple: students are trained to advise teachers in developing their digital teaching and innovative methods and in transforming their course materials in Open Educational Resources. In order to accomplish that, the concept has two steps: 1) find (other) teachers who want to further develop their teaching in an innovative and digital way and need and want (!) help in doing so, 2) train students to be digital guides. A 5-phase cycle is repeated annually. After the selection of interested teachers, students are trained in innovative teaching methods and didactics for higher education and test themselves in the role of teachers and consultants within a two-semester course. Thus, students become multipliers for innovative and digital teaching; they acquire not only technical and didactic skills but also advisory skills. Furthermore, the support by students can be a great door opener for teachers towards more diversified teaching-learning formats.

Impact

The SMILE approach addresses the resource-related constraints in the introduction and implementation of digital learning offers. Students act as mentors and supporters. They first acquire theoretical knowledge of innovative teaching methods, independently develop online self-study units and design attendance phases in team-teaching procedures with activating methods. As consultants their tasks range from conceptual advice on the redesign of lectures (e.g. inverted classroom approach) to the review of OER and the revision of slides and other content forms. Often they also help with the development of an online self-study space, explanatory videos, slides with audio support, web-based training or activating teaching media. Future generations of students benefit from these refined courses and teachers acquire skills to further develop their teaching. Since the first run in 2015/16, each year between 7-9 Lectures have been supported by 18-22 students per year across different faculties of the Baden-Württemberg Cooperative State University in Karlsruhe. Three other universities in Germany and Austria have already adopted the programme. Through smile, the support students provide for the technical creation of e-learning objects, led to an acceptance of innovative and digital teaching methods by the teachers and serves as an enabler for teachers towards more diversified teaching-learning formats.

What you need to replicate the practice



First of all, the teacher has to implement the smile course (two semesters) in the study programme; Optional you can reuse the existing materials. Then the call for interested teachers (D-Teacher) within your institution has to be organised. In this regard you will have to communicate and promote the idea, the concept, and the call within the institution. When conducting the call applications are submitted by D-Teachers who would like to develop their teaching in an innovative and digital way and are looking for support. At the same time, up to 20 students of business informatics decide for the two-semester course "smile". During the qualification-phase (a seminar), students are trained in didactics for higher education in addition to their media technology knowledge to become so-called D-Guides (8 weeks, 5 ECTS). This is followed by the development-phase where one D-Teacher and a team of two D-Guides digitise an existing course within a cooperation project (11 weeks, 5 ECTS). The result is the so-called D-Lecture. Then the D-Teachers will conduct the refined course in one of the following semesters and the course will be evaluated. In a further cycle restarting from qualification-phase it can be improved.

The questions you should answer...

- Choose a course or a theme you would like to co-produce teaching materials as OER or remix existing OER with your students. Write it down and write a 3 line synopsis of the course.
- If you know nothing about the idea of the smile course, spend 10 minutes figuring out what it is and how it works (<https://www.karlsruhe.dhbw.de/esc/hochschuldidaktische-beratung.html> (GE)).
- Write out the pros and cons of this course idea. Could parts of this idea possibly be adopted?
- At this point, does the smile course or parts of it seem adapted to your course or theme?
- Now spend some time specifically searching for some educators or colleagues who could be interested in participating?
- Now think about your audience, your colleagues or peers and your students. Any reason for them not to be able to attend the course? Do they know enough about it or how can they learn about it?
- At this point, suppose you are going to give it a go. And build a "to do" list of what you would have to do to adapt the practice.

11

What have we learnt?

We have reached the end of this module. Let us recap. What have we learnt about?

- What the use of open data in teaching is about and what great potential it offers for teaching and learning.
- In order to use OER efficiently we must understand how to teach with them.
- Co-producing content with your students by using open data is a great opportunity to experience the benefits of OER in a practical way. Perhaps not fit for all courses, but a new inclusive approach you can adapt to your needs.
- Knowing and being able to use open licenses facilitates teaching work and increases quality.

There are many more possible open educational experiences to be discovered and perhaps they can inspire you. We hope this module was interesting and allowed you to understand more clearly what the use of OER to teach and share could look like.

Please, feel comfortable about letting us comment about what was missing, could be improved or any other questions. We will be delighted to help you implement the co-producing content with students.

12**Time to pick up my new badge!**

If you have gone through the different videos, texts and activities proposed in this module, and if you have spent time on the learning activities, you should now know about

- How to co-produce teaching material with your students.
- Creating new approaches of contents production to allow a common building of knowledge between teachers and learners, which can be shared as OER.
- Designing activities to engage students to co-produce knowledge starting from existing OER.
- Explaining how to release knowledge in an open and responsible way.

There are separate badges for the 2 learning units associated with this module, and you can get another open badge for this module if you feel comfortable enough with the skills and competences described above.

For this, answer the following question.

How confident do you feel with the above competence?

- I haven't really looked into the module, just skimmed through it.
- I have read the material and watched the videos, but haven't actually engaged with it (I haven't done any of the learning activities).

- I have read the material and watched the videos, and done the first learning activity. I feel I have understood and could engage in a project to co-produce my learning content with my students.
- I have read the material and watched the videos, and done (or tried to do) the 3 learning activities. I feel that not only I have understood and could engage in a project to co-produce my learning content with my students, but I could also teach how to use open licences and how to teach with OER.

Module g: Open up assessment to real-world contexts

| | |
|---|---|
| # | <p data-bbox="302 432 439 456">The course</p> <p data-bbox="302 499 539 523">Short version → 1h</p> <p data-bbox="302 566 869 590">Medium version (short version included) → 2h</p> <p data-bbox="302 633 976 657">Long version (short et medium versions included) → 4h</p> |
|---|---|

1

Welcome to this module!

Open Educational Practices (OEP) can provide you, as a teacher, with a variety of methods, tools and values which can make your job, as a teacher more exciting and rewarding.

Watch [this very short video](#) (EN) for a simple access.

You can find [on this website](#) (EN) a number of short videos where educators give you their point of view. Let us just watch one:

[Christie Fierro, from Tacoma Community College, tells us how she adopted open education](#) (EN).

An important part of OEP are the Open Educational Resources. These are the essence of open education as they are what permits ideas, courses, learning material to be freely and easily exchanged by teachers from all over the world.

This sounds crazy? Nothing is free nowadays? You are in part right and the teachers who have initiated this path have had a rough time at the beginning. But today, hey, things are becoming nearly normal and you can find advice, software, tools, offers to collaborate and mountains of things to get you started.

You even have some great courses to help you become a great open educator.

And now the first serious game on the matter. Teams from Spain, Ireland, Germany, Portugal and France are working together to produce [OpenGame](#) (EN).

The philosophy of [OpenGame](#) (EN) is simple: through a set of great open practices we intend to introduce some of the key ideas of open education.



2

More about open education?

Do you want to know more about the history of open education? Are you interested in hearing inspired speakers telling you why and how to do this?

Then follow us:

[In this talk](#) (EN), the author tells us about his own experience in open education.

One of the chief actors in Open Education is Creative Commons. Not only do they provide us with a great licensing system but they allow us to get a lot of information about the open education movement too. Their [webpage on open education](#) (EN) is a great place to start exploring.

Another important player is UNESCO. The term “Open Educational Resources” was introduced during the first conference at Unesco headquarters in 2012. To start reading about Unesco and the OER, [start here](#) (EN,FR,SP). In November 2019 a recommendation was adopted by all member states which is a decisive step forward. You should study that text!

3

Discover the practice!

Enough about “why”, let us start doing something. Student learning is often assessed in a closed community with student work being marked, archived, and eventually deleted. This type of assessment has been referred to as the ‘disposable assessment’. There are a number of ways in which assessments can be opened up to real-world contexts, realising a number of benefits depending on how this is done.



Photo by [James Lee](#) on [Unsplash](#)

Student work can be brought back into the course as new learning materials. Students can do their work in public, for example through blogging or vlogging. Students can do their work in partnership with those in the community or in professional communities of practice. Students' work can be shared publicly for the benefit of others in the community. An important point here is that students' informed consent is needed before they begin to work more openly, and we need to take care that the risks of doing so are understood, mitigated against, and that students have an alternative means of engaging in the assessment where desired and appropriate.

An example of an assessment where student work was shared publicly can be seen in the work of Dr James Brunton and Dr Megan Gaffney in an undergraduate Developmental and Educational Psychology module

Assess students' work by sharing it publicly

In the 2018-2019 academic year Dr Megan Gaffney and Dr James Brunton worked to introduce an open assessment component in the online, DCU Connected Psychology Major programme in Dublin City University. Following the open pedagogy principle of empowering students to create and share useful information, they sought to enhance the assessment design for an undergraduate developmental and educational psychology module. This entailed amending the module's third and final assignment such that it changed from being an applied assignment where students produced a 'mock' report for schools that was marked but not shared outside of the module, to one where they produce a communication to the public that will be shared openly/publicly.

The assignment brief asked students to first write a literature review on mental health and wellbeing in the young in the context of the steps post-primary schools take to protect adolescents from risk and increase wellbeing. Also, students were asked to create a communication, in the form of a digital information pamphlet or an infographic, that can be shared with the public, advising schools and educators on how to improve adolescent mental health and wellbeing.

Importantly, when submitting their assignment students have the option to grant permission for the team to publicly share these digital pamphlets and infographics under a Creative Commons CC-BY licence through a blog dedicated to sharing student work. All student work submitted is marked but only where they have opted to grant permission is the work shared publicly so that students retain control over their work.

As you can see, with reasonably minor adjustments an existing assessment can be adjusted such that student work is transformed from a 'disposable assessment' to one that is shared with the public such that it has the potential to benefit members of the public.

Are you feeling inspired by this practice? We can go further and think together how you can design open assessments in your own future course!

4

What do we need?

Willing to try it? Maybe we should learn more the skills we need to do that.

What extra-skills do you think we need in order to implement this practice?

Here are 4 skills: which do you think are going to be necessary to move forward with opening up your assessments?

Create, revise and remix OER

If the trainee ticks this box> Indeed, creating, revising and remixing could be useful in both your own OER usage and guiding students in (re)using and/or developing OER. We will learn more about it in other modules.

Design open educational experiences

If the trainee ticks this box> Indeed, designing open educational experiences could be useful when it comes to OER but here we are going to focus on guiding students to work in the open and implementing open assessment. We will learn more about it in other modules.

Guide students to work in the open

If the trainee ticks this box> Indeed, being able to effectively guide students to produce their work in the open is key in opening up assessments to real-world contexts.

Implement open assessment

If the trainee ticks this box> Indeed, being able to apply your knowledge of the comparative advantages and risks of open assessment, and your understanding and use of open licenses and OER usage, is key in opening up assessments to real-world contexts.

All 4 are necessary

If the trainee ticks this box> Indeed, all 4 could be useful in opening up assessments to real-world contexts and we will learn about the 4 skills along the 8 modules. Here, we are going to focus on guiding students to work in the open and implementing open assessment.

I really don't know

If the trainee ticks this box> Do not worry, it is okay not knowing which skill could be necessary or not. Here, we are going to focus on guiding students to work in the open and implementing open assessment.

Let us debrief. As an open pedagogy activity, opening up assessment to real-world context connects with a number of skills, as much of this activity is about how we apply our knowledge of OER and OEP in the classroom. For example, we must know about open licences and OER usage in order to be able to instruct students on these topics and guide them in their practice. Not having this knowledge would make the introduction of open classroom activities and assessments a risky proposition. It is also important for us to be able to design open educational experiences, to have strategies on how to engage in learning design 'in the open', sharing and/or working collaboratively with others in open communities, and facilitating student engagement in designed open learning experiences within the curriculum. These skills are covered elsewhere in the course and if you want to explore or review those areas you can go do that first and then return to this module. If you need to learn more about OER, you should dive into modules a, b, c and e. You will be able to create, revise, remix, and share OER after working with modules. Modules a and f will help you learn about open licenses too. And module e also deals with teaching with OER. If you need to know more about designing open educational experiences you can dive into modules d and e.

In this part of the course, we will focus on the two key skills relating to being able to open up assessment to real-world contexts: guiding students to work in the open; and implementing open assessment.

5 A little bit more about..

But first, let's discover more about what open assessment really means.

If you feel uncomfortable because you really don't know much about this, you want to follow an introductory course on the matter. **For this, GO TO [LU 8](#).**

If you have followed the course or have read a lot about it, you can skip the course and take **this quiz** to check how well you are doing. **For this, GO TO [LU 8](#).**

If you have both taken the course and the quiz (or feel you know the material) continue.

Please choose:

I want to learn about implementing open assessment

If the trainee ticks this box> the course is proposed.

I have taken the course and want a test

If the trainee ticks this box> the test at the end of the course is proposed.

I don't want the course nor the quiz

If the trainee ticks this box> the trainee continues to section 6.

6 And also about..

We have learned about open assessment but what about guiding students to learn in the open?

The aim of this course is to give you tools and methods for this.

If in doubt, you should follow a 15mn course on how to do it. **For this, GO TO [LU 6](#).**

If you have followed the course or have read a lot about this competence, you can skip the course and take **this quiz** to check how well you are doing. **For this, GO TO [LU 6](#).**

If you have both taken the course and the quiz (or feel you know the material) continue.

Please choose:

I want to learn about how to guide your students to learn in the open

If the trainee ticks this box> the course is proposed.

I have taken the course and want a test

If the trainee ticks this box> the test at the end of the course is proposed.

I don't want the course nor the quiz

If the trainee ticks this box > the trainee continues to section 7.



7

Let the learning activity start!

First, you need to choose the type of open assessment you want to use. In what way do you want to open up an assessment to a real-world context? Depending on the type of assessment you have designed or want to design, the subject, the learning outcomes you want to achieve, the level of the students, etc. there are many different approaches you can take. As you work through the questions below, sketch out the open assessment you want to (re)develop in terms of design and a plan for effective and safe implementation.

Opening up an assessment to real-world contexts: where do I start?

Imagine you are designing or redesigning a module for the next academic year and as part of this you wish to open up an assessment to real-world contexts. If you are taking this course there is a good chance that you are so soon will be planning your module for the next year and so will not have to imagine very hard! Consider the following and sketch out a possible open assessment:

- Do you have an existing assessment that could reasonably easily be adapted into an open assessment?
- Do you have an idea for a new assessment that lends itself to being open to real-world contexts?
- Does your module/subject lend itself to students working publicly, for example if the assessment involved blogging or vlogging on the topic(s) in question, or editing public information such as Wikipedia
- Does your module/subject lend itself to student work being shared publicly at the end of the assessment, for example where students produce information or artefacts that are useful to the public?

- Does your module/subject lend itself to students working with other student groups in the same institution or in another institution, possibly in other countries, cultures, etc?
- Does your module/subject lend itself to students working with others from stakeholder groups, professional communities of practice, members of the community, or other members of the public, for example where an assessment is part of an open online course or MOOC where the students will interact with whomever from the public has chosen to take part in that course.
- Are there OER, open datasets, etc. that you could use in the design of the module and assessments to add more open elements to the assessment design?
- Do you know how to guide students through the use of copyright and open licences, relevant aspects of OER usage and/or development? What would your plan be for this in this assessment?
- Do you know how to explain the risks of working in the open, in real-world contexts, and how to mitigate those risks? What would your plan be for ensuring students are making an informed decision about working in the open? What would your plan be for ensuring supports are available if issues arise from students working in the open for this assessment?
- Are you sensitive to the issues or personal circumstances that may make it inappropriate for some students to work openly? Do you have alternative routes through the assessment for students that opt out?
- If student work is being shared publicly who will share it, you or the students? How will their work be promoted in order to share it with relevant audiences?
- How will you identify an appropriate outlet(s) for publicly sharing student work?
- Where students are reusing or developing OER are they going to work individually, in student groups, in groups that extend out of the module or institution, and/or work with you as the educator, for example in producing an open textbook together?

8

More to explore...

After these early reflexions, let's go a bit further.

Imagine you are now moving towards implementation of the open assessment you have chosen for your class.

- What do you think your students would need to engage in this open assessment?
- What do you need to do to prepare this activity? Build a “to do” list.
- Going deeper in the process, develop a manual introducing this activity: introduction of the open assessment; how it works; a brief of your expectations etc.
- How would you evaluate your students' engagement in the open assessment?

9

Some thoughts about it?

Let's reflect on your sketch or draft of an assessment you could open up to a real-world context:

- Do you think that your draft assessment could be put into action in the next academic year?

Yes→ Great, we hope the assessment works well for you and your students!

No→ If you have decided that this type of assessment is not suitable for your module then we hope it was useful for you to explore the possibilities in this area. Who knows when a suitable opportunity to open up an assessment to real-world contexts will arise in the future. If you need more information and support about related topics before you can advance the design of your draft assessment, continue on with other parts of the course such as the learning units on [guiding students in the open](#) (6) and [implementing open assessments](#) (8) to generate possible ideas and then come back to the design of your open assessment

- Do you have the knowledge and skills relating to open licences and OER usage in order to implement an open assessment?

Yes→ Great, if you need more information in this area you can explore modules a, b, and c as well as learning units 1-4.

No→ Never fear, this course has the information you need relating to open licences and OER usage. You should explore modules a, b, and c as well as learning units 1-4.

- Do you feel confident that you have the knowledge and skills relating to designing open education experiences, in order to be able to apply this to the design of your open assessment?

Yes→ Great, if you need more information in this area you can explore modules a, b, and c as well as learning units 1-4.

No→ Never fear, this course has the information you need relating to designing open education experiences. You should explore modules d and e as well as learning unit 5.

- Have you thought through, and mapped out, how you will support students in working in the open and what safeguards need to be in place to manage this type of assessment?

Yes→ Great, it is essential that we have those supports and safeguards in place while empowering students to work in the open.

No→ Never fear, this course has the information you need relating to guiding students to work in the open and providing these kinds of support. You should explore modules a, b, and c as well as learning units 6-8.



10

Let's discover two other practices!

Does this practice inspire you ? Now, you have discovered what opening up assessments to real-world contexts could mean, here you can find more examples and practices that have been implemented in other contexts.

We invite you to read those two practices and answer to the questions below:

Implement OER-based renewable assignments

Description of the practice:

Typically, the work produced by students in university courses ends up being thrown once it's marked by the teacher: David Wiley calls these "disposable assignments". On the other hand, with renewable assignments, learners are asked to create and openly license valuable artifacts that, in addition to supporting their own learning, will be useful to other learners both inside and outside the classroom.

Prof Robin De Rosa had assigned her students with the assignment to adapt existing materials to create a new open textbook, as part of their work in her course. The result was "The Open Anthology of Earlier American Literature", an OER anthology produced by the students. This renewable assignment includes collaborating with other learners to write new parts of the textbook, create "explainer" videos that can be embedded in the textbook, and modify learning materials to adapt them to learners' local cultures and needs.

The important difference with respect to traditional (disposable) assignments does not stand in the assessment rubric used by the professor, but in a deeper difference: in Robin's course the assessment 'lives on' beyond the course, and it does 'make a difference' for other learners that will take that course in the future, and the content can be updated in future course offerings by other students.

Impact

As noted by David Wiley, "the most powerful part of renewable assignments is the idea that everyone wants their work to matter. No one wants to struggle for hours or days on something they know will be thrown away almost as soon as it is finished. Given the opportunity, people want to contribute something, to give something back, to pay it forward, to make the world a better place, to make a difference." (Wiley, <https://opencontent.org/blog/archives/4691> (EN))

In Robin's case, co-producing an open textbook as the main assignment allowed for student contribution to the "master text" of the course, which seemed to change the whole dynamic of the course from a banking model (teacher download info from the textbook into their brains) to an inquiry-based model (students converse with me and with the text, altering both my thinking and the text itself with their contributions).

What you need to replicate the practice

In the case of Prof DeRosa, the process is divided in two main phases. A first phase based on retrieved public domain text to build the first version of the open textbook; and a second phase focused on editing and improvement of the open textbook with the involvement of the students. An online tool to support the creation process of the open textbook is necessary, such as Pressbook.

Once the selected public domain texts are edited and excerpted to be part of the textbook, the first draft version of the open textbook is made available, to be used with a new group of students inside a course. The students will work in the introduction of the texts previously selected and edited. This introduction generally provides historical and biographical context which help students engage more fully with the primary

documents. Finally, it is possible to define other activities around the primary text, such as short films, discussions, or assignments related to the primary texts, so they enrich the open textbook.

The questions you should answer...

- Choose a course you teach or would like to teach where you could implement OER-based renewable assignments. Write it down and write a 3 line synopsis of the course.
- If you know nothing about “implementing OER-based renewable assignments”, spend 10 minutes figuring out what this is and how it works.
- At this point, does implementing OER-based renewable assignments seem like something that is appropriate to, and could be valuable for, your context?
- Write out the pros and cons of implementing this kind of assessment.
- Now think about your audience, your students. What do they need in order to be able to engage with an assessment where they will be engaging in open educational practices. What supports do they need? What basic knowledge, skills, and competencies about open educational practices do the students need before engaging in the assessment?
- At this point, suppose you are going to give it a go. Develop a “to do” list of what you would have to do to adapt the practice to your particular context.

Engage Students with Professional Communities of Practice

Description of the practice:



Leonel Morgado teaches at Universidade Aberta, the Portuguese Open University. An internationally reputed scholar, he lectures and researches on programming and the use of virtual worlds as tools for learning and business, focusing on multi-user platforms. For Morgado, student participation and contribution in communities of practice of actual professionals, and developing collaboration and discussion between students and professionals, raises mutual awareness to realities and contexts of professional practice and its learning by novices.

In fact, a critical moment for software engineering students learning computer programming is when they must move from novice programming to advanced programming. Proficient novices often disregard the importance of approaching their code architecture and techniques to this new reality, where social-organizational aspects become prevalent: team-based development, vs. individual development; specifications that evolve over time, and maintenance becomes a necessity.

This teaching practice leads students into the wild world of professional practice, by organizing students' participation and contribution towards online communities of practice of software development professionals, and then leveraging that participation towards developing collaboration and discussion between students and professionals, with the ultimate goal of raising the awareness of students to the new realities and context of computer programming in professional practice.

The teaching practice extends for three phases of two weeks each. Initially students grasp the online community spirit and scope, and try to contribute usefully. In the second phase, they try to present and discuss a problem there. The final phase is for a retry, in case the first student presentation of the problem was inadequate to gather professional's interest.

Impact



By getting involved with actual professionals in communities of practices, students can get important benefits, such as realizing the relevance and value placed by professionals onto curriculum contents. They also learn how attention in the field must be earned with adequate framing of a problem.

Another important advantage of this practice is helping students to understand that there are hardly clear-cut answers to hard technical problems, rather conflicting or alternative perspectives and approaches. Most importantly, by applying this practice, students realize that being able to decide about techniques is more relevant to the practice than simply knowing how to apply a technique.

What you need to replicate the practice

In order to replicate the practice, you need to be able to follow and contribute to a community of professionals, and to present a problem successfully. Also, students must not be novices in the techniques and concepts, but rather at an intermediate level.

You should start by explaining to students the basics of online communities of professionals, how to be polite and how to distinguish between useful participation and unwelcome participation. After that, identify potential communities for their participation. Have students follow a community for two weeks, initially just observing, then not presenting problems but rather trying to help community members. Have students also prepare a succinct and to-the-point exposition of their assigned problems, which adequately presents them with a rationale that is interesting for professionals. Following that, provide feedback and review. Students post their problem exposition and debate. In case the reception was not positive, or the exposition was not adequate, provide students with improvement feedback so they can retry. Do an after-action review of the outcome with the group of students, to identify which aspects professionals valued the most and the least, which aspects they ignored or misunderstood and which insights or bias they exhibited.

The questions you should answer...

- Choose a course you teach or would like to teach where a community of practice could be involved. Write it down and write a 3 line synopsis of the course
- If you know nothing about “engaging students with professional communities of practice”, spend 10 minutes figuring out what this is and how it works.
- At this point, does engaging students with professional communities of practice seem like something that is appropriate to, and could be valuable for, your context?
- Write out the pros and cons of implementing such a curriculum.
- Now think about your audience, your students. What do they need in order to be able to engage with a professional community of practice?
- At this point, suppose you are going to give it a go. Develop a “to do” list of what you would have to do to adapt the practice to your particular context.

11

What have we learnt?

We have reached the end of this module. Let us recap. What have we learnt about?

- It is possible to move from having student assessment work produced in a closed community and simply putting that work to one side after marking (the ‘disposable assessment’) to having students engage in producing assessments where they are working in the open and/or producing work that is shared openly and has a life beyond that module.
- There are many different possibilities for how an assessment can be opened up to real-world contexts depending on the type of assessment, the design of the module, the subject, etc.
- The skills associated with this activity are related to our own competence with open licences, OER usage and being able to design open educational experiences, but more than this it is about being able to guide students through the experience of working in the open and being able to implement effective open assessment.
- There are particular issues and risks associated with opening up an assessment to real-world contexts that must be taken into account to adequately inform and protect students.

We hope this module was interesting and allowed you to understand more clearly what including open assessments in your module design is all about.

Please, feel comfortable about letting us comment about what was missing, could be improved or any other questions. We will be delighted to help you identify possibilities for opening up your assessments to real-world contexts.

12

Time to pick up my new badge!

If you have gone through the different videos, texts and activities proposed in this module, and if you have spent time on the learning activities, you should now know about

- What implementing open assessment really is about,
- How this helps guiding students to work in the open,
- That these are key tools for opening up assessments to real-world contexts.

There are separate badges for the 2 learning units associated with this module, and you can get another open badge for this module if you feel comfortable enough with the skills and competences described above.

For this, answer the following question.

How confident do you feel with the above competence?

- I haven't really looked into the module, just skimmed through it.
- I have read the material and watched the videos, but haven't actually engaged with it (I haven't done any of the learning activities).
- I have read the material and watched the videos, and done the first learning activity. I feel that I have understood and could start opening up assessments.

- I have read the material and watched the videos, and done (or tried to do) the 3 learning activities. I have myself already done some open assessment and I could also teach how to do this.

Module h: Support students to learn in the open

| | |
|---|--|
| # | <p data-bbox="315 432 450 456">The course</p> <p data-bbox="315 499 551 523">Short version → 1h</p> <p data-bbox="315 566 882 590">Medium version (short version included) → 2h</p> <p data-bbox="315 633 987 657">Long version (short et medium versions included) → 4h</p> |
|---|--|

1

Welcome to this module!

Open Educational Practices (OEP) can provide you, as a teacher, with a variety of methods, tools and values which can make your teaching job more engaging and rewarding.

Watch [this very short video](#) (EN) to get an understanding of this transformational potential.

You can find [on this website](#) (EN) a number of short videos where educators give you their point of view. Let us just watch one:

[Christie Fierro, from Tacoma Community College, tells us how she adopted open education](#) (EN).

An important part of OEP are Open Educational Resources. These are the essence of open education as they are what permits ideas, courses, learning material to be freely and easily exchanged by teachers from all over the world.

This sounds crazy? Nothing is free nowadays? You are in part right and the teachers who have initiated this path have had a rough time at the beginning. But today, hey, things are becoming nearly normal and you can find advice, software, tools, offers to collaborate and mountains of things to get you started.

You even have some great - and free - courses to help you become an open educator.

And now the first serious game on the matter. Teams from Spain, Ireland, Germany, Portugal and France are working together to produce [OpenGame](#) (EN).

The philosophy of [OpenGame](#) (EN) is simple: through a set of successful open teaching practices we intend to introduce some of the key ideas of open education.



2

More about open education?

Do you want to know more about the history of open education? Are you interested in hearing inspired speakers telling you why and how to do this?

Then follow us:

[In this talk](#) (EN), the author tells us about his own experience in open education.

One of the main actors in Open Education is Creative Commons. Not only do they provide us with a great licensing system but they allow us to get a lot of information about the open education movement too. Their [webpage on open education](#) (EN) is a great place to start exploring.

Another important player is UNESCO. The term “Open Educational Resources” was introduced during the first conference at Unesco headquarters in 2012. To start reading about Unesco and the OER, [start here](#) (EN,FR,SP). In November 2019 a recommendation was adopted by all member states which is a decisive step forward. You should study that text!

3

Discover the practice!

Students have to be accompanied and trained to work openly and collaboratively. Thus, here we are showing the experience of a group of teachers from the University of Konstanz, in Germany, who wanted to encourage their students to collaborate and openly share their results.



<https://pixy.org/112006/>

In this experience, students developed text introductions to the history of arts and medieval studies (but the subject could be anyone) and published it through a wiki. During the course, students searched for (open) content on the (open) web, explored it in groups, and reviewed each others' work. Through this approach, students learnt how authors and reviewers work, how they relate and how their joint work improves the

results of scientific or academic texts. To support this process, several activities to foster participation were proposed. For example, students were requested to prepare the content of the art history class in advance with respect to the classes, and the text was developed by using a collaborative writing tool. Conversely, the material was commented collaboratively in the classroom and finalised after the class. Importantly, a prerequisite to finalize the text was that it had to be reviewed by peer-students. As a further result, those texts were available for the students of the next courses.

The grade of the final material, as well as the revision process and comments, was based on the quality that the group obtained. Students were more motivated and were more responsible with the work, getting to a higher final grading, in general.

4 What do we need?

You may feel insecure about putting in practice this exercise, but we are here to help and encourage you. There are a lot of things you already know and there are some others you are learning now...

Let's analyze yourself and discover what competences you need to involve your students in such an activity!

Know how to use open licenses

This is not a specific competence for this module, but you already know about them, for sure!

Designing open education experience

There is another module to learn about designing open educational experiences. Did you take it? No? This is your next goal!

Guiding students to learn in the open

Yes! You are training to give your students the opportunity to dive into openness. Isn't it amazing?

Implement open assessment

Yes! This is a competence that can help in the process!

All 4 are necessary!

Not really... Try to decide which one is the center of this practice!

I really don't know

We are not now focused on teaching or using OER. And the center is not the design of the learning experience but showing students to learn by themselves with an open spirit, including the evaluation. You now have a great clue to select the correct ones...

Our (your) goal is getting in touch or deepening your knowledge about Open Education. All the competences shown in the previous quiz are important for that, but we are working on them step by step.

Thus, we could ask ourselves if knowing about OER is important. Of course, it is! And do we need to design an open educational experience? Yes... we are designing a learning experience in *the open*. Does it involve managing licenses? Yes, of course! We have to help our students to perform correctly. But, is that the focus of this module? No... we are now focused on helping our students to walk the (open) road with us, including open assessment.

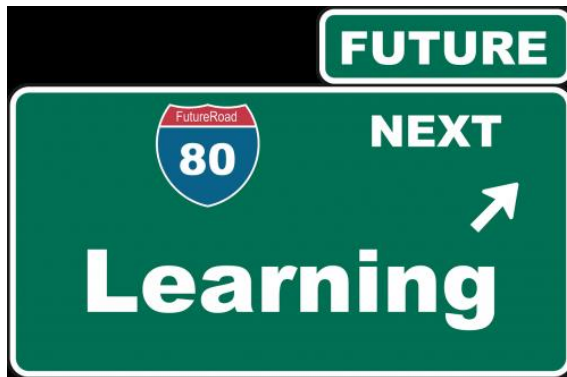
If you need to learn more about OER, you should dive in the modules a, b, c and e. You will be able to create, revise, remix, and share OER after working with modules. Modules a and c will help you learn about open licenses too. As you can see, you can learn many things by working with a reduced set of modules!

The point now is how to guide your students to learn with open practices, including working collaboratively, sharing their findings and thoughts, and giving the proper protection (license) to their production. Including open assessment will also help in the process. Good idea to promote openness in next generations, right? Let's go for it!

5

A little bit more about..

The aim of this course is to give you tools and methods to teach in the open. Some training has to be done by you, learning some concepts and being engaged with some processes. However, we are now going to give tools to guide your students in this same path.



Author: geralt (pixabay.com)

If you want to learn about it or you want to go deeper, we provide you with a 15mn course on how to do it. **For this, GO TO [LU 6](#).**

If you think you don't need more information about that, but you want to check your knowledge, you can skip the course and take **this quiz**. **For this, GO TO [LU 6](#).**

If you have both taken the course and the quiz (or feel you know the material) continue.

Please choose:

I want to learn about tools which allow your students to learn in the open

If the trainee ticks this box> the course is proposed.

I have taken the course and want a test

If the trainee ticks this box> the test at the end of the course is proposed.

I don't want the course nor the quiz

If the trainee ticks this box> the trainee continues to section 6.

6

And also about..

One of the activities in the practice we presented you is the assessment of students. How are you going with that?



Author: Mohammed Hassan (<https://pxhere.com/es/photo/1584093>)

If you feel you need more tools to do it properly, you may follow an introductory course on the matter ([LU 8](#)) or, if you think you can skip the course, take **this quiz** to check how well you are doing ([LU 8](#)).

If you have both taken the course and the quiz (or feel you know the material) continue.

Please choose:

I want to learn about open assessment

If the trainee ticks this box> the course is proposed.

I have taken the course and want a test

If the trainee ticks this box> the test at the end of the course is proposed.

I don't want the course nor the quiz

If the trainee ticks this box> the trainee continues to section 7.

7

Let the learning activity start!

When we presented the practice about collaborative creation of contents, we gave you some tips about how to put it into practice with your students.

We know that the path between reading and practicing is long, but we want to help you in the process. Then, in this activity we are going to solve the first step: selecting the technology.

Thus, what you have to do now is choosing a search engine and search for:

- A collaborative writing tool where students can work to build their content.
- A wiki software to publish their works.

There are many websites with recommendations for teachers where you can read about features of technological tools, such as [this one](#) (EN). Trust your criteria and compare it with others'. This will pave the way to implement this practice by yourself.

Questions asked to the trainee:

- Imagine one or two contents that you could ask your students to develop. Do you think that the tools you selected would allow them to do it?

- During your search, did you discover other teachers using those tools? Did you read their opinions or recommendations?
- Do you think your students could use those tools properly?

You have learnt about tools and have reflected about their applicability. There is now nothing that can stop you from putting it into practice!

8

More to explore...

After these early reflexions, let's go a bit further.

Our next step is preparing a real activity with your students. The best you can do to be sure that it will run properly is to perform a small "rehearsal". We are proposing a single-session or two-sessions activity. Imagine you are proposing the activity in your classroom. What do you think your students would need?

We are outlining here some things that we think you could need. If you think there is anything else that can help, include it in the list!

- In order to improve your own handling of the tool, we recommend you to **develop a small manual** of them, where you include:
 - An introduction of the tools, including their utility
 - The links to reach the tools
 - A step-by-step explanation on how to start working
 - A brief explanation on how you expect your students use them
- Develop the **exercices statement**: keep in mind that your activity is going to be developed with the help of technology. Thus, to write this statement, you will need:
 - Thinking about the actual activity. What do you want them to think about? What do you want them to develop as a final result?
 - Structuring the activity in the time. We are starting with something small but you can enhance it when you gain expertise.

- Write the sequence of tasks that students have to do. We recommend starting with a very detailed version in order to organize your ideas, tasks and time. If the result is too detailed, just simplify the version you send to your students.

If you have the opportunity, **share the document with a colleague** and ask him or her if he or she would be able to develop the activity with those instructions. You could also receive some feedback that helps you to develop a second improved version for your students!

Keep calm and... **try it with your students!**



9

Some thoughts about it?

Let's reflect about how your activity went...

- Did you find *the words* to search the collaborative writing tool?

Yes→ Great! You are nearer than you thought!

No→ Doing a search is easier than you think. You only have to write what is needed. Google and other searching engines are quite smart! Try something like collaborative writing tools for students. It will help you, for sure!

- Did you find *the words* to search the wiki software?

Yes→ You are really close to having the tools to start...

No→ A bit more or practice and you will get an expert. Try how we can build a wiki

- Were you able to decide which ones were the most appropriate?

Yes→ Did you check the free access and the number of connections allowed? If there are no restrictions, you only need to think when you are going to start!

No→ There are many websites when people talk about their experience with several tools. Read their opinions and think how their experiences are related to yours. You also need to check if there is free access and the number of connections allowed, to allow everyone to keep connected. Come on! It's easier than you think!

- Have you imagined how to use them with your students?

Yes→ Great! You will be an expert in a short time!

No→ Once you have selected the technology, you only need to think how you can give it to your classroom. Think of some content that you can use to involve your students in this way of working.



10

Let's discover two other practices!

Does this practice inspire you ? Now, you have discovered what guiding students to learn in the open could mean, here you can find more examples and practices that have been implemented in class.

We invite you to read those two practices and answer to the questions below:

Foster students collaboration through online dialogue: the WYRED methodology

Description of the practice:

The WYRED methodology aims to support the participation of young people in digital society through online social dialogues focused on the development of research projects based on the concept of citizen science to answer the questions that arise during the dialogues.

It is based on the principle of giving students a voice. A key first step is the identification of the themes that concern the students in relation to the topics covered in a subject, a degree, and/or in relation to transversal topics in the university context. A process of engaging in open dialogue begins, through which the main points of concern for students are identified. Finally, the students work together to construct answers to the questions, usually through research projects.

The main idea is to conduct these dialogues in two steps, with one step situated inside each classroom involved in the practice and after that a second online dialogue among the students interested in the same topics occurs irrespective of their original classroom. Furthermore, the practice

can be conducted such that it includes international and intercultural interaction and collaboration, whereby the local dialogues involve students in the same place, and online dialogues involve students not only from different places and countries, but also from different educational levels. The practice was implemented across nine countries in different types of institutions: primary and secondary schools, youth associations and universities. The methodology is complemented within the WYRED Platform, a safe and private online space to support anonymous communication.

Impact

Over the course of the WYRED project (three year project), the partners guided some 2000 young people to ask questions and carry out research about themes and ideas that affect and shape their interactive, performative and communicative worlds. Over a series of interlinked cycles, participants were supported in a consultative process, leading to the development of 300 bottom-up projects. The methods ranged from creative approaches such as scientific posters, radio broadcasts, videos, explorative Internet research to literature research and the use of social science methods such as interviews or surveys. In Brazil, four different classrooms were involved, with a total of 95 students between 18 and 33 years old.

What you need to replicate the practice

The implementation of this practice is divided in three phases: first identify the key topics, then develop local dialogues, and finally foster dialogues between classes. Regarding the first phase, it is necessary the application of a survey to identify the key topics for the students; it is possible to provide a closed list of topics. If the survey allows the students to share their own topics, a second round should be conducted with closed options, so all participating students can take into account the topics identified by their classmates. The teacher will identify the main topics chosen by young people. The number of topics selected depends on the number of students involved in the practice and the learning objectives. For example, for 95 students three or four topics could fit. In the second phase, each class is divided into groups according to the selected key topics. In each class the teacher organizes a social dialogue focused on the selected key topics. Meanwhile, teacher should prepare

the online spaces to support the dialogues among the student groups focused on the same topic and in different classes/subjects/degrees. One online space per topic. Finally, during the last phases, students will identify the research questions related to each topic through the online dialogue sessions. The teacher will be a facilitator in the discussion. According to the research questions identified in the previous step, the students will be organized in groups to work together following a project based learning methodology. Each group will select which questions they will answer and how they will answer them. The aim is to guide them to prepare their own (micro) research projects. At this point, it is possible to provide some guidelines related to the approach that might be taken to answer the questions. The results from each group will be shared in the online space (or in a more open way) to be used by other classmates and by the teacher to cover the different topics of the curriculum.

The WYRED methodology is supported by a Platform that ensures the anonymity of the participation. The Platform can be replaced by other online spaces in which students can discuss topics of interest, but that space should be thoughtfully designed and controlled to ensure student safety.

The questions you should answer...

- Is it enriching that students talk to people from other countries and/or cultures about themes in which they are interested?
- Do you think that different views could widen their minds or rather create some internal conflicts?
- Is it needed to have a specific platform or can you come up with another possibility, if you don't have the opportunity to use that platform?
- Would you be able to develop something like this with your students? Use the list for the learning activity and try to adapt it to develop something similar in your classroom!

Use social media to build an open and collaborative learning environment

Description of the practice:

Diana Manhiça is an Mozambican expert on media art and also a Video producer and director. José Bidarra is a Portuguese reputed scholar on educational media which teaches at Universidade Aberta and has co-designed the institution's virtual pedagogical model, which has been the quality reference for online learning in the country for a decade. In addition, he is also a professional photographer and a TV director. Both Diana and José consider OER and social media need not be defined as "essential tools" or "advised methodologies" but rather as contemporary creations whose diverse forms are strategic for education. The attitude of all students during this immersive experience was very positive and the resulting motivation clearly improved their learning process and outcomes.

The use of Facebook and OER was carried out in a public institution of higher education in the surroundings of the capital - Maputo - during the first semester of the academic year of 2018. The context was a class of 23 students enrolled in the 3rd year of the degree on Cinema and Audio-visual, an undergraduate course with a total duration of 4 years. The practical course (workshop) was called "Introduction to the Co-construction of Film History(ies) in Mozambique" and essentially addressed issues of "history" as a constructed narrative of memory, collaborative and democratic processes. The subjects' (students) perceptions about the use of active methodologies, digital tools and mobile teaching-learning resources, was the object of research, which took place during the 16 weeks of the workshop, the whole duration of the semester.

Facebook was used to motivate students and facilitate curriculum engagement: The sequence of steps was essentially: 1. Introduction by each student (describing personal interests); 2. Presentation (by the lecturer) of short videos to be discussed online; 3. Production of short critical views (by students) on specific topics (online resources); 4. Peer review and discussion of critical views (moderated by lecturer); 5. General

feedback on lecturer marked assignments (face-to-face follow-up). Open resources used included text, video and quizzes integrated with social media.

Impact

The main result of this teaching practice experience was the adoption of an innovative model that met the expectations of a new generation of students (who have “grown up digital”). In fact, the attitude of all students during this immersive experience was very positive and the resulting motivation clearly improved their learning process and outcomes

It should also be highlighted how the combination of social media and OER with predetermined learning objectives effectively resulted in giving more relevance to the learning experiences. Students showed also better performance in the attainment of their learning objectives and in demonstrating the intended competences.

What you need to replicate the practice

No special competences are needed to replicate this practice besides having standard teaching abilities and basic digital literacy. Teachers should take into account potential distractions when using Facebook.

Start by designing a full semester curriculum week by week. Then proceed to introducing activities and workshop tasks (every 2nd week). Setup social media platforms and interaction (Facebook, WhatsApp). Follow-up on communications and moderate the interaction. Don't forget to give constant feedback and continuously assess the students performance using a portfolio evaluation methodology.

The questions you should answer...

- How could you incorporate something like this in your teaching?
- Would it be a better approach to start with a shorter activity, instead of lasting it during 16 weeks?
- Could you introduce this activity as a part of any other homework?
- Do you think your students would like to use a social network in the academic context?
- Do you think they can feel more free to discuss in this online environment?

Introducing this kind of work in the classroom or as homework may encourage your students to go deeper in the contents. Maybe you can try and get surprised about how far they can go. Do you feel like discovering it? Come on!

11

What have we learnt?

You didn't realize and you reached the end of the module! Are you aware of what you learnt?

- You realized that openness is a matter both for teachers and students,
- You analyzed an experience where students are stars in their own learning and help others to do the same,
- You got the clues to replicate the experience,
- You learnt what open assessment is,
- You read how other educators open up their daily teaching, and got the clues to replicate the experience.

We hope this module was worth your time and you have now the tools to introduce open assessment in your classroom while guiding your students in open practices.

If you have any comments that can help us to improve the course, incorporate something missing or amend some mistake, please let us know. We will be delighted to help you!

12

Time to pick up my new badge!

If you have gone through the different videos, texts and activities proposed in this module, and if you have spent time on the learning activities, you should now know about

What learning in the open, from the students viewpoint, really is about,
How to help your students to do it,
Key tools for designing, proposing and motivating your students to perform activities with the *open* perspective.

There are separate badges for the 2 learning units associated with this module, and you can get another open badge for this module if you feel comfortable enough with the skills and competences described above.

For this, answer the following question.

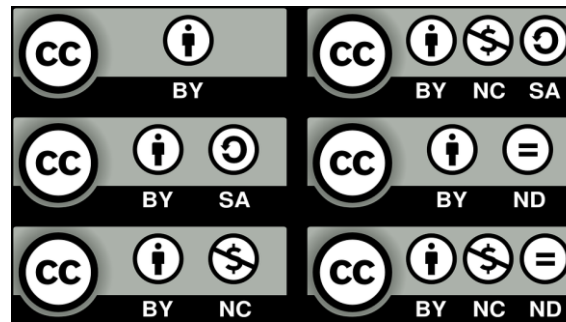
How confident do you feel with the above competence?

- I haven't really looked into the module, just skimmed through it.
- I have read the material and watched the videos, but haven't actually engaged with it (I haven't done any of the learning activities).
- I have read the material and watched the videos, and done the first learning activity. I feel that I have understood and could start proposing "learning in the open" activities.

- I have read the material and watched the videos, and done (or tried to do) the 3 learning activities. I have myself already been engaging with these ideas and applying them. And I could also teach how to do this.

Learning Unit 1:

Use open licenses



1

Let's do some learning!

Using open licenses is essentially about learning how Creative Commons licenses work

The effort of understanding how licensing works is of course also essential when you will want to create your own open resources. It should be noted that these questions are necessarily non trivial: we are building upon a history of legal issues with a lot of side questions, political, and financial implications. So let's keep it simple as a first approach but we do recommend you spend some extra time on this.

Creative Commons Licenses grant each party some rights. By licensing your work you are both protecting it and enabling it to be used openly by others.

Why are Licenses important?

If the material you find on the web is unlicensed it doesn't mean "yes, grab it". A cool picture, a telling graph, a text which describes better than you could the topic of your lecture are certainly things you would like to add to your student's learning experience, but if no license is clear you are not allowed to download and share this material. You can certainly point to it and suggest your students go and watch it. But then, if they also want to share it they will be facing an identical problem. So, if we want to make sure the material we are providing can be shared, we should explicitly say so. This is where open licenses come in.

A bit of reading



Let us go through this 5 mn read describing the 5 “R”s which are often used to explain what OER are about: <http://opencontent.org/definition/> (EN)

Copyright basics

Now, understanding how copyrights and licenses work is very important. Even if there are laws specific to every country (and you should check how things apply where you are) there are some common ideas. In this video (7:50) you will understand the difference between copyright, public domain and creative commons when it comes to licensing and, more importantly, to teaching. This video was produced in the USA, so we should be very careful about how fair use works there. It certainly doesn't work like that in all european countries. But then this is also a good reason to go for Creative commons.

Watch the video here: <https://www.youtube.com/watch?v=-9H6Ksp36q0&feature=youtu.be> (EN,FR,SP,GE,PO)

2

To learn a little more...

More on licensing

A great place to start is the course from <https://www.open.edu/openlearncreate/mod/page/view.php?id=138683> (EN)

From there you can follow a tutorial on licensing. But keep in mind that for legal matters the devil is in the details and you should also check how things work in your own country.

About “how to attribute”

Should you choose to exercise any of the [5R permissions](#) (EN) granted under the Creative Commons Attribution 4.0 license, your attribution must include the Title, Author, Source, and License. You might choose to use the following model attribution:

For redistributing verbatim copies of this page: *<Title of the page> was written by <Name of the author> and published freely under a Creative Commons Attribution 4.0 license at <http://<address>>.*

For redistributing revised or remixed versions of this page: *This material is an adaptation of <Title of the page>, which was originally written by <Name of the author> and published freely under a Creative Commons Attribution 4.0 license at <http://<address>>.*

3

With even more time...

You can watch the videos and navigate into the different websites below in order to know more about licensing:

| | | |
|---------|---------|--|
| French | 3'15 | https://www.youtube.com/watch?v=4dIEIkYIAh8 (EN,FR,SP,GE,PO) |
| English | webpage | https://creativecommons.org/licenses/?lang=fr-FR (EN,FR,SP,GE,PO) |
| French | 2'02 | https://creativecommons.fr/sbdsdfgds/ (FR) |

| | | | |
|--|-------------|---------|--|
| | English | webpage | https://meta.wikimedia.org/wiki/Open_Content_-_A_Practical_Guide_to_Using_Creative_Commons_Licences/The_Creative_Commons_licencing_scheme (EN,FR,SP,GE,PO) |
| | German | webpage | https://meta.wikimedia.org/wiki/Open_Content_-_A_Practical_Guide_to_Using_Creative_Commons_Licences/The_Creative_Commons_licencing_scheme/de (EN,FR,SP,GE,PO) |
| | New Zealand | 4,10 | https://www.youtube.com/watch?v=8RVQgmxyb90&feature=youtu.be (EN,FR,SP,GE,PO) |

4

Let us conclude




Image CC0 from Pixabay.org

The following quiz is adapted from https://wikieducator.org/Learning_in_a_digital_age (EN)

Indicate whether the following statements are true or false:

1. The public domain refers to works shared openly for the public good under a free license.
 - a. True
 - b. False
2. You can repackage and sell content sourced from Wikipedia which is licensed under CC-BY-SA for commercial gain.
 - a. True
 - b. False
3. You may upload a CC-BY-SA licensed song of an artist on a file sharing network.
 - a. True
 - b. False
4. Creative Commons is an alternative to copyright.
 - a. True
 - b. False
5. The ONE Creative Commons condition that is always included in every CC licence is
 - a. No Derivatives (ND)
 - b. Attribution (BY)
 - c. ShareAlike (SA)
 - d. Non Commercial (NC)

6. Which of the following are core elements of the Creative Commons licensing framework? (Select all options that apply. There are 3 correct answers.)
- Legal code published on the Creative Commons website
 - Commons deed published on the Creative Commons website
 - Machine-readable version embedded in a web page
 - Public register of licensed works at Creative Commons
7. In addition to attributing the author, users of a CC-BY-SA license may ... (Select one.)
- Distribute your work, even commercially, only if they don't change the work
 - Distribute, remix, build upon your work, even commercially only if they use the same license
 - Distribute, remix, build upon your work, and create derivative works, even commercially
 - Distribute, remix and build upon your work, but only for non-commercial purposes only if they use the same license
 - Share your work provided they don't make any changes and only for non-commercial purposes
 - Distribute, remix and build upon your work, but only for non-commercial purposes
8. In addition to attributing the author, users of a CC-BY-NC license may ... (Select one.)
- Distribute, remix and build upon your work, but only for non-commercial purposes only if they use the same license
 - Distribute, remix, build upon your work, even commercially only if they use the same license
 - Distribute, remix, build upon your work, and create derivative works, even commercially
 - Distribute your work, even commercially, only if they don't change the work
 - Share your work provided they don't make any changes and only for non-commercial purposes
 - Distribute, remix and build upon your work, but only for non-commercial purposes

Answers and Comments

1. The public domain refers to works shared openly for the public good under a free license.
True. **No, the public domain refers to works where the copyright has expired, or has been dedicated to the public domain waiving rights to the content. Public domain works do not have a license.**
False. **Correct. The expression used very often is “fall into the public domain” which means that after a certain number of years, creations become publicly and freely available to all.**
2. You can repackage and sell content sourced from Wikipedia which is licensed under CC-BY-SA for commercial gain.
True. **Correct. But you would still have to use the same license. This doesn’t mean you can’t build an economic model allowing you to add value to the wikipedia material! Think about Linux. There are a number of successful companies selling distributions of Linux.**
False. **Nothing in the license to prohibit that. But you would still have to use the same license. This doesn’t mean you can’t build an economic model allowing you to add value to the wikipedia material! Think about Linux. There are a number of successful companies selling distributions of Linux.**
3. You may upload a CC-BY-SA licensed song of an artist on a file sharing network.
True. **Correct. Provided you use the same license, that would not be a problem. Hey, this is probably what the author wants anyway!**
False. **Why not? If the author chose that license, it clearly means he is happy to share. So provided you “Share alike”, you are good.**
4. Creative Commons is an alternative to copyright.
True. **No, Creative Commons does not replace copyright. It uses the principles of copyright to license rights for users.**

False. **Correct: choosing a Creative Commons is the right way to avoid those elements of copyright which you may not want in order to share your work**

5. The ONE Creative Commons condition that is always included in every CC licence is

No Derivatives (ND). **Actually this is the one which most open educators don't recommend. There is even an issue with translation if you use ND!**

Attribution (BY). **Correct: you must acknowledge authorship.**

ShareAlike (SA). **Not always included. But if it is included it is "viral" and should be present on all copies, iteration, remixes...**

Non Commercial (NC). **Perhaps surprisingly, this condition is not recommended by many open educators. Between its implications, the fact that another educator working for an institution charging (tuition) fees to students could be in doubt as to whether (s)he can use it.**

6. Which of the following are core elements of the Creative Commons licensing framework? (Select all options that apply. There are 3 correct answers.)

Legal code published on the Creative Commons website. **Yes**

Commons deed published on the Creative Commons website. **Yes**

Machine-readable version embedded in a web page. **Yes**

Public register of licensed works at Creative Commons. **No, copyrighted work, including Creative Commons licensed works, do not require registration.**

7. In addition to attributing the author, users of a CC-BY-SA license may ... (Select one.)

Distribute your work, even commercially, only if they don't change the work. **No, the "alike" refers to the license, not to the work**

Distribute, remix, build upon your work, even commercially only if they use the same license. **Correct**

Distribute, remix, build upon your work, and create derivative works, even commercially. **Aha... but what about the SA? You still need to share alike**

Distribute, remix and build upon your work, but only for non-commercial purposes only if they use the same license. **That sounds complicated... and is wrong. The SA should follow even in a commercial setting**

Share your work provided they don't make any changes and only for non-commercial purposes. **Wrong. The "alike" refers to the license, not to the work**

Distribute, remix and build upon your work, but only for non-commercial purposes. **There is no NC clause here, so... wrong**

8. In addition to attributing the author, users of a CC-BY-NC license may ... (Select one.)

Distribute, remix and build upon your work, but only for non-commercial purposes only if they use the same license. **No: you can't just change the license! So this is viral as well and you can't rebrand NC into commercial material**

Distribute, remix, build upon your work, even commercially only if they use the same license. **No the license isn't there to decorate: it does mean that you cannot use this with commercial implications**

Distribute, remix, build upon your work, and create derivative works, even commercially. **No. You can't integrate an NC material into another file and sell it.**

Distribute your work, even commercially, only if they don't change the work. **No. This would be the ND clause.**

Share your work provided they don't make any changes and only for non-commercial purposes. **You can make changes. The non commercial part of the response is correct.**

Distribute, remix and build upon your work, but only for non-commercial purposes. **Correct**

5

And finally for the badge:

You can use the number of correct answers in the quiz above as a partial indicator in the auto-assessment test below.

In order to obtain the Learning Unit 1 **Use open Licenses** badge, please answer honestly to the following question.

If you have gone through the different videos and texts proposed in this learning unit, and if you have spent time on the quiz, you should know more about:

- How open licenses work,
- What we are allowed to do with each,
- How to add an open license to a document we produce.

About those items, how confident do you feel?

- I have never used open licences so far.
- I am able to distinguish the different licenses.
- I am able to distinguish the different licenses, I know when they apply, when to use them and what I am allowed to do with each.
- I am able to distinguish the different licenses, I know when they apply, when to use them and what I am allowed to do with each. I know how things work in your own country.



Learning Unit 2:

Search for OER



CC0 by Unsplash

1

Let's do some learning!

Where do we start?

There are billions of OER on the web located on many platforms. It could be difficult, at first, to know about which ones are really going to fit your needs? This course is about helping you to find OER!

Fortunately, there are tools and repositories to help you navigate through OER. In fact, there are many of these!

Search for OER: some tips!

There are some key steps you should go through. Consider:

- Searching for OER take time, just like any other research
- Is your current course/text available for free through library databases?
- Navigate through several repositories to get an idea about what is already available
- Locate an OER text: check to see if a whole OER textbook already exists for your course.
- Collect materials: if you can't find one OER textbook, look at your learning objectives and find different materials for different topics

Search tips:

- Start broadly and narrow your search as you go

- Think about alternative search terms that may be more effective
- If you're having trouble, search pieces of your course outline, rather than your (perhaps too) broad topic
- Search a variety of sources - while there will be overlap, you may find appropriate pieces in different databases

<https://libguides.unomaha.edu/oer/finding> CC BY 4.0 (EN)

How to search for OER?

There are a number of issues. And we believe that the best way to learn to search is through testing yourself. But you will still need to know 2 things:

- A skill which is usually best taught by librarians, involving knowing how to ask the right questions.
- A more technical skill because you are going to be searching OER on the web. So you will want to build yourself a list of tools and repositories you feel comfortable with using, and know some hacks allowing you to search more efficiently.

For point 1. We refer you to reading this: <https://www.open.edu/openlearncreate/mod/page/view.php?id=138727> (EN)

For point 2 we suggest you take a look at the following video from 2015 so some of the website described have changed, but the ideas remain: https://www.youtube.com/watch?time_continue=447&v=EV4K-V2cHYk&feature=emb_title (EN,FR,SP,GE,PO). You can then try for yourself, for example: <https://ccsearch.creativecommons.org/>

2

To learn a little more...

Here you can find repositories and catalogue of resources and tools for searching: <https://www.cccoer.org/learn/find-oer/> (EN)

<https://libraryguides.salisbury.edu/OER/search-tools> (EN)



3

With even more time...

| | | |
|---------|---------------|--|
| english | Video 1'31 | https://www.youtube.com/watch?v=NJRlaQkiWKw (EN,FR,SP,GE,PO) |
| english | Video 4'03 | https://www.youtube.com/watch?time_continue=219&v=ID194Zq3AxM&feature=emb_title (EN,FR,SP,GE,PO) |

| | | |
|---------|-------------|--|
| English | text | https://www.oercommons.org/courseware/lesson/58897/overview (EN) |
| English | Infographic | https://www.oercommons.org/courses/how-to-search-for-openly-licensed-educational-resources/view (EN) |
| English | text | https://www.ccoer.org/learn/find-oer/ (EN) |

| | | |
|---------|------|---|
| English | text | https://www.oercommons.org/courseware/lesson/55246/overview (EN) |
|---------|------|---|

4

Let us conclude

Activity time

We give you 6 tasks and ask you to use at least 4 different repositories/search engines for each:

1. Find images you can use for a website (with no commercial activity) about open education
2. Find CC0 images about bioinformatics
3. Find videos with an open license which tell you about raising children
4. Find courses on arithmetics
5. Find OER on African geography
6. Find OER about poetry in at least 5 different languages

Answers.

There are no specific answers. But

1. You should, in each case, have found resources with the correct licenses (using Unsplash or Pixabay for example).
2. If you intend to use these resources (for example in a course you are preparing), you will want to cite them correctly: remember the CC-BY. This is called attributing.



Should you choose to exercise any of the [5R permissions](#) (EN) granted under the Creative Commons Attribution 4.0 license, your attribution must include the Title, Author, Source, and License. You might choose to use the following model attribution:

For redistributing verbatim copies of this page: *<Title of the page> was written by <Name of the author> and published freely under a Creative Commons Attribution 4.0 license at <http://<address>>.* For redistributing revised or remixed versions of this page: *This material is an adaptation of <Title of the page>, which was originally written by <Name of the author> and published freely under a Creative Commons Attribution 4.0 license at <http://<address>>.*

3. You should have used some tools to search. A nice list of tools can be found here: <https://libraryguides.salisbury.edu/OER/search-tools> (EN). You could use Youtube and select the filter “Creative Commons”.
4. As above, you can use many tools to find courses. Here you could try <https://www.oercommons.org/advanced-search> (EN) and tap “arithmetics course”. You could also use filters such as education level, material type, licence type, media format, language etc.
5. Here, you could use the George Mason University engine (https://mason.deepwebaccess.com/mason_MasonLibrariesOpenEducationResources_5f4/desktop/en/search.html (EN)) and tap “African geography”. You could choose a more precise title or keywords for example. Once results appear, on the left side you have a search summary where you can refine topics, authors, document type etc.
6. As an example, you could use Google Advanced Search, choose, one by one, 5 different languages and as “usage rights”, the lign “free to use, share or modify, even commercially”.

5

And finally for the badge:

You can use the ease with which you complete the activities in the previous section as a partial indicator in the auto-assessment test below.

In order to obtain the Learning Unit 2 **Search for OER** badge, please answer honestly to the following question.

If you have gone through the different videos and texts proposed in this learning unit, and if you have spent time on the above activity, you should know more about:

- How to search for OER (images, courses, videos, etc.),
- Some tips to find OER easily,
- Some repositories where you can find OER.

About those items, how confident do you feel?

- I have never searched for OER.
- I have first experiences in searching OER.
- I know how to search for OER, where to search, where to find the licenses...
- I know how to search for OER, where to search, where to find the licenses and feel confident enough to teach this skill to others.

Learning Unit 3:

Create, revise and remix OER

Image from Markus Büsges (leomaria design) für Wikimedia Deutschland e. V. / CC BY-SA (<https://creativecommons.org/licenses/by-sa/4.0>)



<https://opengame-project.eu/> @OpenGame_eu



1

The use of Open Educational Resources (OER) is essential in open education.

OER are resources used for teaching, learning and researching that allow access, use and reuse by others with or without restrictions, and open license. This does not mean that all the free resources are OER, some have other types of licenses

The 5R of creating an OER are Retain, Reuse, Revise, Remix and Redistribute.

Let's do some learning!

It is important to follow a series of steps to create an OER: prepare the planning; choosing the tool (taking into account the cost, ease of use..); accessibility; use of other resources; sharing (e.g. licenses and editable files); updating; evaluation. In this learning unit we will focus on the creation, revision and remixing of OER.

Create - when you plan to create an OER, you need to make it accessible and editable with an adequate quality level to allow others to adapt and update it. We will see what are the things to take into account to create an OER

Revise - Sometimes you plan to create materials but you don't think in the following question: Is my future OER already created? If your answer is "Yes or maybe", we can check it and revise some other educational resources to adapt, modify or translate to your purpose, even we can adapt our materials to create OER.

Remix - There are a lot of educational resources that you can reuse when you are creating an OER. You can combine different materials and licenses. Remember to check the license of the ALL materials reused (including images, videos and documents)

2

To learn a little more...

Creating an OER includes a lot of things: to select tools for authoring Open Materials, to know about the pedagogical part to fit your objectives for your students, to think about accessibility, to consider the licensing, to know how do you evaluate it. To make it easier for you to start with this step we are going to watch a short video "[Creating Open Educational Resources: Tips for New Creators](#)" (EN,FR,SP,GE,PO, 5'17 minutes) sharing some tips for newcomers in the OER creation.

A good starting point to know more about discovering how to revise and remix OER is reading the text from "[Adapt](#)" in [WikiEducator's OER Handbook for Educators](#) (EN), explaining the reason to remix and adapt OER and make you ask some questions to make you reflect. To complete this, we recommend you to continue with another reading of how to remix OER: "[OpenLearn: Remixing OER](#)" (EN, 5 minutes).

3

With even more time...

For this unit, it is important to consider the accessibility of the materials when creating, reviewing and reusing them. For this reason, we recommend to read the following tutorial of usability and accessibility: <https://teachaccess.github.io/tutorial/#/17>.

In addition, in this learning unit you have a variety of OER (videos, courses, tutorials or a game) to expand your knowledge on the subject.

| | | | |
|------------------------|---|---------------------------------|---|
| Website / short videos | A collection of examples of OER reuse. | Less than 10 minutes each video | True stories about OER Reuse (EN) |
| Website /Tutorial | Tutorial to create and modify OER | 30 minutes | Creating and Modifying Open Educational Resources (EN) |
| Guide/website | A very useful introduction to OERs and the many misconceptions surrounding them | 2 hours | OER Mythbusting guide PDF version (EN) / OER mythbusting website (EN) |

| | | | |
|-------------|--|------------|---|
| Free course | Take the Open University course on how to develop OER | 15 hours | Creating open educational resources (EN) |
| Online game | How to remix OER <i>(Requires Adobe Flash Player)</i> | 30 minutes | "Finding & Using Open Educational Resources" (EN) |

4

Let us conclude



1. **Open Educational Resources (OER) are teaching, learning, and research resources that reside in the public domain or have been released under an intellectual property license that permits repurposing by others.**
 - a. True
 - b. False
2. **Complete with the 5Rs of OER.**
 - a. Retain, _____, Revise, Remix and _____.
3. **What are open educational resources?**
 - a. Digital resources that can be modified and can provide benefits without restricting the possibilities of others to enjoy them.
 - b. Content development tools.

c. Intellectual property licenses to promote the open publication of materials, design of principles of good practices and translation of content.

4. **Can open educational resources be reused?**

- a. Not
- b. Yes
- c. Depends on Content

5. **What are the characteristics of OER?**

- a. Accessibility, understood as the availability of the resource to be located and used at any place or time.
- b. Encourage reciprocal learning work in a classroom
- c. Wide variety of objects and materials online

6. **What is an example of OER?**

- a. A wide variety of objects and materials online can be classified as educational resources, from courses and course components, or museum collections, to open access periodicals or reference works.
- b. Teacher
- c. Any resource that is not digital

7. **You can use different resources with different licenses to create an OER.**

- a. True
- b. False

8. **Open Digital Educational Resources are NOT characterized by:**

- a. have a free access license (Creative Commons)
- b. have intentionality for teaching
- c. allow reuse and redistribution

d. be 100% visual

ANSWERS and COMMENTS

1. Open Educational Resources (OER) are teaching, learning, and research resources that reside in the public domain or have been released under an intellectual property license that permits repurposing by others.

a. True. Correct. There are a lot of resources available as OER for teaching, learning and researching: courses, modules, textbooks, tools, methods or techniques.

B. False. No.

2. Complete with the 5Rs of OER.

a. Retain, _____, Revise, Remix and _____.

Reuse; Redistribute. Correct. Great, you remember the Learning Unit

Different words than reuse and redistribute. Wrong. You can check the 5Rs of OER [this infographic](#) (EN) to remember it!

3. What are open educational resources?

a. Digital resources that can be modified and can provide benefits without restricting the possibilities of others to enjoy them. **Yes!**

b. Content development tools. **Wrong**

c. Intellectual property licenses to promote the open publication of materials, design of principles of good practices and translation of content. **Wrong. You use licenses but this is not the definition of OER.**

4. Can open educational resources be reused?
 - a. Not. **Remember the definition of OER includes the reuse of them and the 5Rs of OER (Retain, Reuse, Revise, Remix and Redistribute).**
 - b. Yes. **Correct!**
 - c. Depends on Content. **No, all the OER can be reused.**
5. What are characteristics of OER?
 - a. Accessibility, understood as the availability of the resource to be located and used at any place or time. **Correct!**
 - b. Encourage reciprocal learning work in a classroom. **Wrong**
 - c. Wide variety of objects and materials online. **Wrong**
6. What is an example of OER?
 - a. A wide variety of objects and materials online can be classified as educational resources, from courses and course components, or museum collections, to open access periodicals or reference works. **Correct.**
 - b. Teacher. **Wrong. A teacher is not material!**
 - c. Any resource that is not digital. **Wrong. OERs are digital.**
7. **You can use different resources with different licenses to create an OER.**
 - a. True. **Correct.**
 - b. False. **Wrong.**
8. **Open Digital Educational Resources are NOT characterized by:**
 - a. have a free access license (Creative Commons). **Wrong, this is a characteristic of an OER.**
 - b. have intentionality for teaching. **Wrong, this is a characteristic of an OER. OER are teaching, learning, and research resources.**
 - c. allow reuse and redistribution. **Wrong, this is a characteristic of an OER (5Rs of OER).**

d. be 100% visual. **Correct!** It is not necessary that an OER be visual, it can be an audio for example.

5

And finally for the badge:

You can use the number of correct answers in the quiz above as a partial indicator in the auto-assessment test below.

In order to obtain the Learning Unit 3 **Create, revise and remix OER** badge, please answer honestly to the following question.

If you have gone through the different videos and texts proposed in this learning unit, and if you have spent time on the quiz, you should know more about:

- How to create a new OER,
- How to reuse OER,
- What remixing is about, how it works, what you are allowed to do,
- How to add an open license to a document we produce.

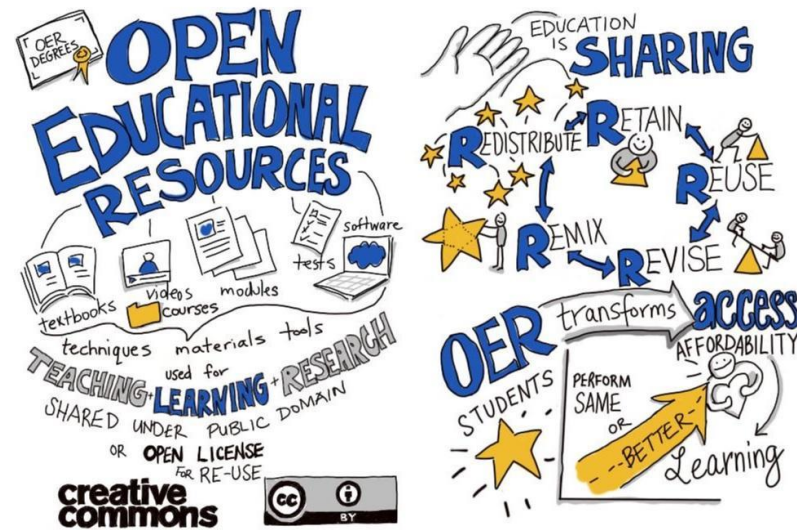
About those items, how confident do you feel?

- I have never reused OER.
- I have first experiences in reusing OER for my teaching.
- I know how to use OER to build new OER, which includes some technical aspects (tools), some legal aspects (how do I combine licenses?) and also some pedagogical aspects (why would I want to remix?).

- I know how to use OER to build new OER, which includes some technical aspects (tools), some legal aspects (how do I combine licenses?) and also some pedagogical aspects (why would I want to remix?). And I know how to build open books: the technologies involved, differences from the project of building an ordinary book.

Learning Unit 4:

Share OER



Source: <https://www.flickr.com/photos/gforsythe/38088290601/>

1

Let's do some learning!

In order to be considered open an educational resource needs to be shared and its content freely accessible by all without any barriers or constraints. The freedom to "redistribute" accounts for one of the "5 Rs" in David Willey's OER definition. Redistribution means sharing an original or derivative work. This implies OER should be easily findable, accessible and have an open license so that they can be used, reused and remixed with the author's permission.

One important question to ask before deciding on a particular method of redistribution is whether you want to use an individual or third-party service. How to choose an open license is fully addressed in LU 1. In fact, a Creative Commons license provides the legal framework to share your materials. Attribution is a requirement, and the author can decide whether or not to open it up to remixing and/or commercial use. Be sure to embed the open license HTML code in your webpage to allow your materials to appear in Creative Commons search results.

It's also paramount to make your materials available online at a publically-available URL. If you aren't able to publish to your own website, you can use a third-party services for OER. These are typically websites that will allow you to host your video, audio or text free of charge. Some of them carry advertising to cover for the hosting costs. Others are supported by grant money. There are also websites supported by international agencies and non-profit foundations committed to the OER movement. These last ones do not carry advertising. There are many possible options to choose from when publishing OER online, as follows:

OER repositories (see part 3')



[Google Docs](#) (EN,FR,SP,GE,PO)

For sharing lesson plans, activities and instructional materials. Once you have uploaded your materials, get a public URL for a document or collection of documents by changing the sharing settings to "Public on the Web".

[Slideshare](#) (EN,FR,SP,GE,PO)

For sharing presentations. It has support for Creative Commons licenses

[Flickr](#) (EN,FR,SP,GE,PO)

For sharing pictures. It has Creative Commons support

[Vimeo](#) (EN,FR,SP,GE,PO) and [YouTube](#) (EN,FR,SP,GE,PO) or [TeacherTube](#) (EN)

For sharing videos. Be sure to select the Creative Commons license option when uploading your videos to YouTube.

[Soundcloud](#) (EN,FR,SP,GE,PO)

For sound recordings. It has support for Creative Commons licenses.

[WordPress](#) (EN,FR,SP,GE,PO), [Blogger](#) (EN,FR,SP,GE,PO), and [Tumblr](#) (EN,FR,SP,GE,PO)

For publishing your own free blogs that can be used to share and disseminate educational content. You can use the Creative Commons Licence Picker to get the HTML to attribute your resources.

Learning resources for particular subjects, might be best shared on appropriate subject-orientated repositories. Remixed learning resources using existing content, could be shared in the same website as the original ones in order to allow for better referencing. In fact, many repositories have been developed in such a way as to showcase not only the original resource but also additional assets or modified versions of original course materials that have been created by others. This enables you to see how a resource has been developed, as well as potentially saving time by being able to reuse a version that may be more appropriate for your own setting than the original. The information provided in your resource needs to



be concise in order to allow users review it easily. Using a less restrictive license also enables you to take advantage of creative reuse help to facilitate this process.

However, it should be noted that OERs do not have to be original. Public domain novels, poetry, photographs, and videos can be used as OERs without requiring an open licence. Modern creators can open license their artwork, film photographs and videos, and hand-written or manually-typed materials. These can be reproduced using photocopier techniques. Creative Commons give details on how to apply licenses offline.

The level of accessibility significantly differs between repositories, but most are at least readable by screenreaders. Some might require, or at least allow, closed captioning or alternative versions of the OER that are more accessible. Before submitting an OER in a repository you should check which accessibility features are available and ask for advice on how to make your OER more accessible.

When a version is available online there is a need to encourage OER producers to offer an offline/portable version wherever feasible. The main reason for this is to enable those who do not have access to broadband, computers or internet-enabled devices to still be able to use open resources.

Ideally a resource should be in an open format using an open standard (a standard that is publicly available and has various rights to use associated with it) to be open. However this will not always be the case. Some OERs are not available online and others may use proprietary formats.

In some instances, sharing materials has resulted in communities being developed around a resource, with people contributing add on materials to a core resource. It can become a 'community' resource, as so many people using it have contributed suggestions, additional examples and test banks to it.

2

To learn a little more...

To discover how to share OER, please check the following video resources.

| Description | Duration | Link |
|---|----------|--|
| Open Education Matters: Why is it important to share content? | 3' 51" | https://youtu.be/dTNnxPcY49Q (EN,FR,SP,GE,PO) |
| Why OER? | 3' 48" | https://youtu.be/qc2ovlU9Ndk (EN,FR,SP,GE,PO) |
| Why Open Education Matters | 2' 14" | https://vimeo.com/43401199 (EN) |
| OER (Open Educational Resources) Introduction II | 2' 09" | https://youtu.be/Yfl1B6Qmp5g (EN,FR,SP,GE,PO) |
| Why Open Education Matters | 2' 27" | https://youtu.be/gJWbVt2Nc-I (EN,FR,SP,GE,PO) |

To be able to share your learning resources you can use a website to share documents. But, you may also use an institutional OER repository. There are currently over 450 global OER initiatives and 600 institutional repositories which can be searched and used for publishing open resources. A list of repositories can be found at the [Directory of Open Access Repositories](#) (EN).

3

With even more time...

To discover more in depth the advantages and rationale of sharing OER, you can check the following additional video resources.

| Description | Duration | Link |
|---|----------|--|
| OER Basics | 6' 10" | https://youtu.be/-O1RftQowCs (EN,FR,SP,GE,PO) |
| Open Educational Resources (OER): OER versus traditional textbooks] | 4' 40" | https://youtu.be/SX0K0hb_xKE (EN,FR,SP,GE,PO) |

In order to explore more in depth the features of OER repositories, you can find below a curated list of some of the largest and best known. Visit them and check their features.

[OASIS](#) (EN)

OASIS is the Commonwealth of Learning's online institutional repository for learning resources and publications.

[Merlot II](#) (EN,FR,SP,GE,PO) (Multimedia Educational Resource for Learning and Online Teaching)

This repository from the California State University System is one of the largest. It includes over 40,000 peer reviewed materials. It was designed primarily for faculty, staff and students of higher education from around the world to share their learning materials and pedagogy.

[OpenStax](#) [CNX](#) (EN) (formerly Connexions)

OpenStax is a nonprofit educational initiative based at Rice University, it includes free and low cost course textbooks and technology. The materials can be downloaded in the form of preexisting textbooks, or remixed by teachers into a unique collection designed specifically for their classroom.

[Open Education Consortium](#) (EN) (formerly Open Course Ware Consortium)

This is a collaboration of higher education institutions and associated organizations from around the world creating a broad and deep body of open educational content using a shared model. It also provides a list of OCW websites.

[OER Commons](#) (EN)

A collection of open education resources from the Institute for the Study of Knowledge Management in Education (ISKME). ISKME's digital librarians



have curated collections of Open Textbooks and full courses to help leverage OER in your classroom. The network brings together many educational resources, tools for sharing curriculum with the world, and news and training on the world of open education.

[Jorum](#)

(EN)

The UK's largest repository for OER in a variety of subjects.

[OpenLearn](#)

(EN)

OER repository of The Open University in the UK. It provides free access to course materials and expert opinion on topical issues.

[Temoa](#)

(EN,SP)

Temoa is a public and multilingual catalog of Open Educational Resources (OER) from Tecnológico de Monterrey in México. A large part of the content is in Spanish.

[Curriki](#)

(EN)

Open community of educators, parents, and students who share curriculum and OER for K-12.

[The](#)

[Orange](#)

[Grove](#)

(EN)

Florida's digital repository of open educational resources.

[AMSER](#)

(EN)

Materials in the Applied Math and Science Educational Repository are free for use and adaptation. Most resources are at the high school and community college levels.



| | |
|--|---|
| | <p>Community of Online Research Assignments (EN)</p> <p>Open resource for faculty and librarians about Research Assignments.</p> |
| | <p>OpenCulture (EN)</p> <p>This blog formatted repository seeks to bring together free resources on culture and education.</p> |
| | <p>#GoOpenVA (EN)</p> <p>It includes over 10,000 video, text and audio entries for K-12 and Higher Education audiences.</p> |
| | <p>Community College Consortium for Open Educational Resources (CCCOER) (EN)</p> <p>Consortium which aggregates over 100 colleges. Its mission is to expand access to education by promoting awareness and adoption of Open Educational Resources (OER).</p> |
| | <p>Teaching Commons (EN)</p> <p>Curated by librarians and their institutions and hosted by bepress.</p> |
| | <p>Wikiversity (EN,FR,SP,GE,PO)</p> <p>A Wikimedia Foundation project devoted to learning resources, learning projects, and research for use in all levels, types, and styles of education from preschool to university, including professional training and informal learning.</p> |



[Koulu.me](#)

(EN)

A collection of apps and pedagogical solutions curated by Finnish edtech companies to facilitate distance for pre-primary to upper secondary learners.



4

Let us conclude

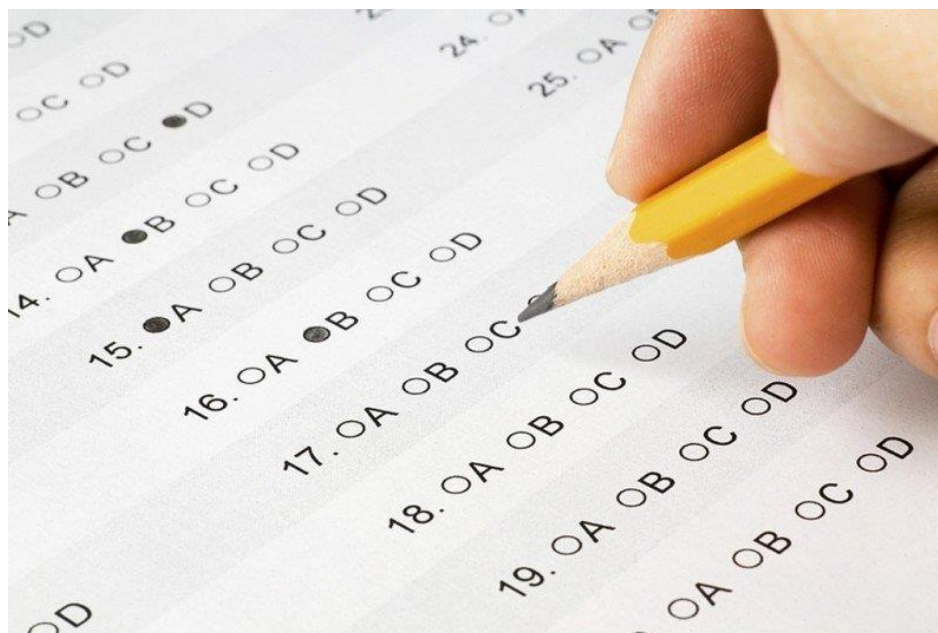


Photo credit: [albertogp123](#) on [VisualHunt](#) / [CC BY](#)

Now please try to fill in the following quiz. It consolidates your knowledge and understanding from this Learning Unit. Indicate whether the following statements are true or false:

1. An OER can be freely redistributed.
 - a. True
 - b. False

2. Sharing learning resources openly increases the cost of education.
 - a. True
 - b. False

3. OER can only be shared in dedicated institutional repositories.
 - a. True
 - b. False

4. Sharing learning materials online in large open repositories makes it easy to find and use them.
 - a. True
 - b. False

5. An OER should be inclusive and accessible to all.
 - a. True
 - b. False

6. The use of open licenses is not mandatory when sharing OER.
 - a. True
 - b. False
7. OER can only be shared if they use open technical standards.
 - a. True
 - b. False
8. Sharing OER increases student participation and collaboration.
 - a. True
 - b. False

Answers and comments

1. An OER can be freely redistributed.
 - a. True. **Correct, although it's not only a possibility. Redistribution is a main feature of what defines an OER.**
 - b. False. **No. As pointed out in David Wiley's "5 R" definition, the freedom to redistribute is a typical attribute of any open educational resource.**
2. Sharing learning resources openly increases the cost of education.
 - a. True. **In spite of the cost of infrastructure, equipment and internet connection, freely sharing OER actually brings the cost of purchasing learning materials close to zero.**

- b. False. **In fact, open sharing of learning resources reduces dramatically the costs of producing and disseminating learning materials and increases its accessibility.**
3. OER can only be shared in dedicated institutional repositories.
- a. True. **Not the case. An OER can be freely shared in any website with a publically-available URL, being that your personal one, social media or a third-party service. These include institutional OER repositories, but also other organizations websites and networks committed to the OER movement.**
- b. False. **Exactly. OER can be published in other websites with a publically-available URL, as well.**
4. Sharing learning materials online in large open repositories makes it easy to find and use them.
- a. True. **Exactly. OER should be easy to find. As such, to collect and aggregate them in large repositories allows for users to find them more easily.**
- b. False. **No, it really increases visibility of the learning materials as they are available in more easy to find and access websites.**
5. An OER should be inclusive and accessible to all.
- a. True. **Yes, to display a high level of accessibility is key to assure the quality of an open learning material, given the purpose of OER is to widen access and participation to all.**
- b. False. **Not the case. In fact, OER should be as accessible as possible and allow users to use them, independently of any physical, mental, sensory, or social impairment. They should also allow for adaptation to any geographical, cultural and linguistic particular context. OER content should be readable by screen readers and use compatible formats.**
6. The use of open licenses is not mandatory when sharing OER.

- a. True. **No, open licenses as the Creative Commons play a very important part in the process of openly sharing learning materials, as they protect authorship and thus facilitate use and reuse by others.**
 - b. False. **Correct: choosing an open license as the Creative Commons is paramount when sharing OER.**
7. OER can only be shared if they use open technical standards.
- a. True. **No, as that is not always the case. Some OER are not available online and others may use proprietary formats.**
 - b. False. **Correct: even if ideally an OER should always use an open standard (one that is publicly available and has various rights to use associated with it).**
8. Sharing OER increases student participation and collaboration.
- a. True. **Yes, sharing OER allows to decrease costs thus widening student access to learning materials. The possibility to adapt and reuse resources allows for the entire learning community to engage in co-constructing knowledge.**
 - b. False. **Incorrect: research demonstrates that sharing of OER promotes open educational practices which facilitates collaboration and pedagogical innovation among students and teachers.**

Upon completion of this activity, if the trainee answers correctly to the 8 questions, it should be awarded a statement of participation and/or a digital badge.

5

And finally for the badge:

You can use the number of correct answers in the quiz above as a partial indicator in the auto-assessment test below.

Finally, in order to obtain the Learning Unit 4 **Share OER** badge, please answer honestly to the following question.

If you have gone through the different videos and texts proposed in this learning unit, and if you have spent time on the quiz, you should know more about:

- How to find OER shared by others,
- How to share your own OER,
- How OER repositories work.

About those items, how confident do you feel?

- I have never tried to share OER.
- I have first experiences in sharing OER with others.
- I know how to share OER, which includes some technical aspects (tools), some legal aspects (how do I use licenses?) and also some pedagogical aspects (why would I want to share?).

- I know how to share OER, which includes some technical aspects (tools), some legal aspects (how do I use licenses?) and also some pedagogical aspects (why would I want to share?). And I do this actively. Furthermore, the material I have shared is currently used by others.



1

Let's do some learning!

Designing open educational experiences

By creating open educational experiences, you can provide flexible progression routes for students in order to widen participation in higher education and so attract those whose life load would not allow them to attend a full-time or even part-time on-campus programme. You will put students and their goals and concerns at the center of your pedagogical approach. It increases students' sense of ownership and belonging and their motivation throughout the course. It also incorporates students' diverse needs and learning preferences into the pedagogical structure of the course. Achieving consensus on expectations.

By creating an open working environment you will contribute to the students' independence and ability to cooperate. Working autonomously and independently on self-imposed questions creates a higher degree of comprehension for them and enables a deeper examination of the contents. Thus, core topics receive more attention through in-depth engagement than within chalk and talk lectures.

A bit of reading

Let us go through a 10 mn read to get an understanding of how openness is changing the way courses can be designed and delivered in the future, by reading chapter 10.4 [“The implications of ‘open’ for course and program design: towards a paradigm shift?”](#) (EN) of the online book “teaching in the digital age” by Tony Bates.

Now we understand that 'open' content and resources could radically change the way we teach and how students will learn in the future. There are many different ways in which we as teachers, and even more our learners, can shape this development. You could get started by familiarizing yourself with ["The Learning Designer"](#) (EN) site and how this tool could assist you in designing open learning experiences (registration needed).

2

[To learn a little more...](#)

Let's tool around

Now that you are familiar with the Learning Designer, you might also explore another tool called ["Integrated Learning Design Environment"](#) (EN) (registration needed).

To find out more about open tools, you can also work on [module 8 of the course "Making Sense of Open Education" \(CC BY 4.0 International\)](#) (EN). Terry Greene, a Program Manager at eCampusOntario and an enthusiastic user of open tools will guide you to explore a few tools that can be used to create and provide Open Education Resources, experience a few tools that can be used in Open Educational Practices and to collect and share ideas and uses for Open Tools. He also provides you with a little exercise on the topic "Make Something in an Open Tool".

If working through an entire module seems to be a bit too much for you, then why not drop by JR Dingwall. He is an instructional Designer at the University of Saskatchewan's Distance Education Unit, created a [web presentation on open ed-tech tools that can help you in designing open learning experiences](#) (EN) for the Alberta Open Educational Resources (OER) Summit 2017. You will learn more on how to find and share images, to create interactive content and to publish open materials like textbooks and modules.

3

With even more time...

A great place to start is [this post](#) (EN) of the Open University blog on participatory and open learning design.

When it comes to designing open educational experiences and our mission is to involve students in the design process of learning and teaching, we should consider inclusiveness. But what do we mean by Inclusive Design? In [Module 9 of the course "Making Sense of Open Education" \(CC BY 4.0 International\)](#) (EN) Joanne Kehoe, a Program Manager at eCampusOntario, explains why being open and inclusive go together like bacon and eggs, bubbles and baths, Fred Astaire and Ginger Rogers - and how together they have the power to satisfy, inspire and dazzle us all.

If you prefer to get immediate practical advice directly, then take a look at the [Inclusive Design Guide](#) (EN), created by the [community members](#) (EN) of the [Inclusive Design Research Centre](#) (EN) at [OCAD University](#) (EN), and supported by floe and Prosperity4All, licensed under a [Creative Commons CC BY 3.0](#).

Another great option to get some more practical advice on this topic is the [Inclusive Learning Design Handbook](#) (EN) is a great way to get inspiration. The Floe Inclusive Learning Design Handbook, part of the [Floe Project](#) (EN), is produced by the [Inclusive Design Research Centre](#) (EN) at [OCAD University](#) (EN). Licensed under [Creative Commons Attribution 2.5 Canada](#).

And finally, we turn to a last but very important topic: collaboration among colleagues and sharing learning content and strategies. Inspiring practices are presented in module d. If you want to find out more about why collaboration and sharing brings so many benefits, take a look at this

[Jim Tamm's TED-Talk](#) (EN,FR,SP,GE,PO) and get an American perspective on higher education collaboration by Roger G. Baldwin and Deborah A. Chang: [Collaborating to Learn, Learning to Collaborate](#) (EN).

4 Let us conclude

Let's get practical! Now it is time to design an open learning experience.

A. First design a curriculum for an online course:

- Develop a topic for the course
- Describe exactly your target group, taking into account the different skills and needs
- Consider which parts of the course can be co-created with your students
- Which parts can be created collaboratively
- Develop a concept for asynchronous and synchronous learning
- Where will you use OER and which OER
- Which examination method do you use?
- What is openly shared?

B. Now go to learningdesigner.org and design the course

C. Search for and invite colleagues to give feedback for improvements.

Share your Course Curriculum as a small OER, post it in a discussion forum or sharing community or send it directly to some colleagues and invite feedback and ideas for improvement.

Maybe you want to have further collaboration, then create a shared digital document of your curriculum and invite colleagues to work together on the curriculum and its contents. If you're feeling confident in licensing you can choose a Creative Commons license and publish your work widely.

5 And finally for the badge:

You can use the number of correct answers in the quiz above as a partial indicator in the auto-assessment test below.

In order to obtain the Learning Unit 5 **Design open educational experiences** badge, please answer honestly to the following question.

If you have gone through the different videos and texts proposed in this learning unit, and if you have spent time on the quiz, you should know more about:

- What the variety of items in “open educational experiences” comprises
- Why and how to deal with inclusiveness
- How to build an open experience for your students

About those items, how confident do you feel?

- I have never tried to associate my courseware with open educational experiences.

- I have first experiences in open educational experiences.
- I know several aspects of open educational experiences and may even have tried to introduce some of these.
- I know the different aspects of open educational experiences and can be a promoter of these.

Learning Unit 6:

Guide students to learn in the open



Author: vectambulist (<https://pixabay.com/vectors/cyber-digital-identity-privacy-4745109/>)

1

Let's do some learning!

Your students are used to working in a completely connected world, where keeping in touch with others by using technology is part of their daily life and happens through the internet. The web is in fact an enabler of open knowledge creation and sharing and a great source of learning. In this course, you are able to take advantage of this fact, since you won't need to teach about the basics, but to take advantage of these open dynamics both you and your students need to acquire some important competencies..

In this learning unit we are going to focus on the student perspective, in order to allow you to guide them in the process of learning through the open web. First of all, we have extracted a definition of open learning from Caliskan H. (2012) Open Learning. In: Seel N.M. (eds) Encyclopedia of the Sciences of Learning. Springer, Boston, MA. https://doi.org/10.1007/978-1-4419-1428-6_52 (EN) :

The term “open learning” is used to describe learning situations in which learners have the flexibility to choose from a variety of options in relation to the time, place, instructional methods, modes of access, and other factors related to their learning processes.

As you can see, this perspective can be complex. To learn in the open, students need your help to act critically, keep connected with peers and experts in the academic environment, respect the work of others, critically understand the messages they get from the media, etc. Moreover, they need to be aware of the 'footprints' that they leave while working in the web. We are going to explore these issues in this LU.

First, you and your students need to understand what is the open web and what it means for teaching and learning, in terms of potentials but also of pitfalls and effort needed. The reflections by Prof. Mia Zamora, collected by the [OWLTEH](#) (EN) project, are a great input for this: <https://www.youtube.com/watch?v=uGp2j-34PcQ> (EN,FR,SP,GE,PO)



Then, you and your students must become familiar with the concept of digital identity. Most probably, your students will have Facebook, Twitter, Instagram or TikTok profiles, but most of the times they are not aware that they leave a trail when they comment on a post or perform a search. Although they (and maybe “we”) do not realize it, all these things contribute to build our digital identity, which may or may not coincide with their (our) real personality.

To understand the effect of what we do on the web on our (digital) identity, , we propose you the following read, which gives you more information about this issue: <https://teachinginthewild.wordpress.com/2016/04/04/developing-students-digital-identities/> (EN)

2

To learn a little more...

Open learning, as we presented before, offers a wide variety of possibilities to learn, using open resources and collaborating in different ways. Now, we would like you to have a deeper view about the open web and how several communities are working on it.

<http://education.okfn.org/celebrating-the-open-web-as-a-route-towards-a-more-critical-digital-education/> (EN).

There are several institutions and communities working (and sharing) in open ways. Different approaches can be found when one searches on the web, but what we need now is having ideas about how to guide our students. There are several options, such as the one presented in the learning practice, which includes a deep use of technology. Another approach is more focused on sharing the experiences and / or encouraging participation. For example, some teachers share their proposals, experiences or presentations openly, like our already known Mia Zamora: <https://www.youtube.com/watch?v=RK-waOPOaak> (EN,FR,SP,GE,PO)

Moreover, all of us (teachers, students, parents, etc) work usually in the open. Have you ever looked for a tutorial on YouTube? Have you ever uploaded a video clarifying concepts from your classes or explaining a concept? If you did it with a public permission, you are contributing in an open way. And many other users can contribute with your contents by sending comments, suggestions, amendments, etc to your videos, as well as you can do with others'.

Finally, we know that you will need further ideas and resources to design experiences and guide your students through them. We would like to help you in this matter by inviting you to review the catalog from OWLTEH, where you will find different applications and communities as examples. You can find those resources here: <http://catalogue.owlteh.org/> (EN).

3

With even more time...

Within this course, open education has been framed within online learning, and indeed searching, contributing and sharing via the Internet is one of the great features of openness. In order to make you reflect on this, we suggest you watch the following video where three “founding fathers” of distance education are interviewed. We invite you to reflect about how distance education is linked to open education and how different views about the need of a new education paradigm is needed: <https://www.youtube.com/watch?v=OEZU89Drkj4> (EN,FR,SP,GE,PO)

Moreover, research shows that along with the benefits of open education also come important risks, threats, and misunderstandings. Related to that, we propose you to watch this video, where Prof. Graeme Earl exposes his experience and expectations for open education, focusing on MOOCs: <https://www.youtube.com/watch?v=YlnLbWygSBO> (EN,FR,SP,GE,PO)

Finally, it is clear that Open Education is here to stay... and you can contribute to build this new age in education, simply by practicing openness in your daily teaching. If you want to get definitively convinced, and if you want to convince colleagues about how important openness is for our future, have a look at this video about the future of Open Education: https://www.youtube.com/watch?v=pwaRom3i_fg (EN,FR,SP,GE,PO)

4

Let us conclude

Quiz time

1. Among the goals of learning in the open, we find:
 - a. Improving learning outcomes
 - b. Sharing knowledge
 - c. Learning from others
 - d. All the previous ones are correct
2. When a peer review occurs in the context of open education, students:
 - a. Learn about the content itself from a different viewpoint
 - b. Learn what it means to be an author and a reviewer, as well as the relation between them
 - c. None of them are correct
 - d. Both a and b are correct
3. Giving students the opportunity to learn in the open:
 - a. Implies the use of a central online collaborative tool to combine the knowledge produced by students
 - b. Is easier if students are provided with a central online tool to combine the information produced individually, but this is not obligatory
 - c. Can happen without the use of the Internet
 - d. Means that teacher loses control of the class

4. Grading the work from this kind of learning takes into consideration:
 - a. The final outcome
 - b. The process followed
 - c. Contribution to others' work
 - d. All are correct
5. Once an activity worked well in a group:
 - a. One of the disadvantages is that it cannot be replicated with other students
 - b. One of the advantages is that you can replicate it with other students groups
 - c. One of the advantages is that you can adapt it to other subjects and levels
 - d. Has the advantage that it can be replicated with other students groups and / or adapted to other subjects or levels
6. One of the advantages of giving the students the opportunity to learn in the open is:
 - a. They are safe under a controlled virtual space
 - b. They can use very advanced technological tools
 - c. They can interact with other people with further knowledge in the area, to gain expertise and knowledge
 - d. The information that teacher gives them is previously selected and appropriate to the scope
7. If you want to start using a digital tool for a concrete activity within open practices, a good idea would be:
 - a. Use your usual set of tools for that activity
 - b. Design an activity which can be performed with the tools that you usually manage
 - c. Read about others' experiences related to your activity to learn about other tools and methodologies
 - d. Delegate the decision to the students
8. A good way to guide your students in the open is:
 - a. Provide them with a problem and give them complete freedom to explore the field through the tools they want

- b. Provide them with a problem and suggest specific digital tools, giving them links to the handbook of those tools
 - c. Suggest specific digital tools with their handbooks without specifying a problem to solve
 - d. Provide them with a problem and suggest specific digital tools, including guidance on how to use the tools for that specific activity
9. Your students' digital identity is built with:
- a. The 'footprints' they leave when performing searches, like a post, write a comment, etc
 - b. Their profiles in different social networks
 - c. Their understanding and responsibility in the use of communities and social networks
 - d. All are correct

Answers and comments:

1. Between the goals of learning in the open, we find:
 - a. Improving learning outcomes: yes. As we saw in the practice, one of the results is that the common work improves the final outcome. But... anything else?
 - b. Sharing knowledge: yes. Working together allows students to share their knowledge and learn from each other. But... just sharing knowledge?
 - c. Learning from others: yes... sharing knowledge and learning from are tightly related. But we have some other advantages... haven't we?
 - d. All the previous ones are correct. Yes! As we learnt in the practice, working together allows students to improve the final result, to share knowledge and to learn from others. Well done!
2. When a peer review occurs in the context of open learning, students:

- a. Learn about the content itself from a different viewpoint: of course, the students learn more about the content, since they read more and different information from the one that they previously have. But they learn more things...
 - b. Learn about what being an author and a reviewer mean, as well as the relation between them: yes, they learn about the process of peer review and how they relate to each other. But, what else?
 - c. None of them are correct: are you sure? Do you think they learn nothing? You might have made a mistake when clicking... try again!
 - d. Both a and b are correct: yes! Besides learning about the specific content, they learn how to work when they act as an author and as a reviewer.
3. Giving students the opportunity to learn in the open:
- a. Implies the use of a central online collaborative tool to combine the knowledge produced by students: you could work without a specific tool to combine information...
 - b. Is easier if students are provided with a central online tool to combine the information produced individually, but this is not obligatory: yes! Using a digital tool allows students to collaborate more easily and to widen the focus to other people if needed or desired.
 - c. Can happen without the use of the Internet: nowadays, almost everything is related to the Internet... isn't it?
 - d. Means that teacher loses control of the class: the teacher acts as a guide and the term *control* could be misplaced here... anyway, the teacher can perform the guidance activity also digitally mediated.
4. Grading the work from this kind of learning takes into consideration:
- a. The final outcome: yes, this is an important result from the work, but it is not the only product of the learning process, right?
 - b. The process followed: yes, you have to take it into consideration, but just it?
 - c. Contribution to others' work: yes, it is important to learn how to pose the contributions and make significant ones. But we should consider other things too, shouldn't we?

- d. All are correct: yes! When grading a work, we should take into consideration the whole process, including the result but also the way in which the student worked during the process and how he or she related to others.
5. Once an activity worked well in a group:
 - a. One of the disadvantages is that it cannot be replied to by other students: review the [handbook of open practices...](#) Do you think you cannot reproduce or get inspiration from them?
 - b. One of the advantages is that you can replicate it with other students groups: you learnt this when reading the practice... but we learnt more things related to this... think a bit more and try again!
 - c. One of the advantages is that you can adapt it to other subjects and levels: you learnt this when reading the practice... but we learnt more things related to this... think a bit more and try again!
 - d. Has the advantage that it can be replicated with other students groups and / or adapted to other subjects or levels: yes! You can get inspiration from others' experiences or you can replicate or improve your previous tries. Explore the possibilities!
6. One of the advantages of giving the students the opportunity to learn in the open is:
 - a. They are safe under a controlled virtual space: the activity could be performed in a wider community, with experts in the field, for example.
 - b. They can use very advanced technological tools: managing tools should be used to help you in the teaching-learning process rather than being a goal to be achieve
 - c. They can interact with other people with further knowledge in the area, to gain expertise and knowledge: yes! Your students will need some information to participate properly, but they will know a lot from experts in the field!
 - d. The information that teacher gives them is previously selected and appropriate to the scope: learning in the open web allows students to explore and to develop their critical judgment about the information they found. Let them explore freely is a good idea!
7. If you want to start using a digital tool for a concrete activity with open practices, a good idea would be:

- a. Use your usual set of tools for that activity: innovation is good for you and your students. Get out of your comfort zone and explore new possibilities!
 - b. Design an activity which can be performed with the tools that you usually manage: if you want to innovate, why be content with *old* tools? Explore other tools and discover new possibilities!
 - c. Read about others' experiences related to your activity to learn about other tools and methodologies: Yes! In the open, people are used to sharing contents and experiences, which can be very useful as they are or to be adapted... or to get inspiration!
 - d. Delegate the decision to the students: if you want to start a community, maybe you should centre the activity in a concrete scenario in order to guide them easier.
8. A good way to guide your students in the open is:
- a. Provide them with a problem and give them complete freedom to explore the field through the tools they want: maybe some further guidance would be a good idea to centre the efforts in the content and process of learning...
 - b. Provide them with a problem and suggest specific digital tools, giving them links to the handbook of those tools: it might depend on your students' age, but easing the process with concrete and shorter explanations about the tool would help.
 - c. Give them a link to the manual of the selected tool and give them the possibility to develop an activity related to open learning: you could use this approach if the focus of the activity is the tool, but you would rather focus on the content / process than in the tool, right?
 - d. Develop a manual, including a statement and a short guide of the tool, to guide them in the process: yes! Having concrete instructions and an outcome to be reached will help your students to perform better.
9. Your students' digital identity is built with:
- a. The 'footprints' they leave when performing searches, like a post, write a comment, etc: yes, but... what else?
 - b. Their profiles in different social networks: this is the easiest one... but there is more...

- c. Their understanding and responsibility in the use of communities and social networks: nice that you are aware about the importance of this one. Just remember the easier ones...
- d. All are correct: yes! All these things configure the digital identity!

5

And finally for the badge:

You can use the number of correct answers in the quiz above as a partial indicator in the auto-assessment test below. In order to obtain the Learning Unit 6 **Guide students to learn in the open** badge, please answer honestly to the following question.

If you have gone through the different videos and texts proposed in this learning unit, and if you have spent time on the quiz, you should know more about:

- How to use OER in the classroom
- Why to use OER in the classroom
- Some original ideas involving using OER with students

About those items, how confident do you feel?

- I just read the text but did not do the quiz
- I read the text and did the quiz but did not feel really inspired

- I read the text, did the quiz and felt inspired. I would take the time of the reflection to see how I could use OER with my students.
- I read the text, did the quiz and I really want to use OER in my future courses or research.

Learning Unit 7:

Teach with OER





Download for free on pexels.com

1

Let's do some learning!

We can use OER as material for any type of teaching. And we can also go open in many different ways. There are now a number of open pedagogies being developed. The key ideas is to make your pedagogy open:

- to your students who can then feel a stronger sense of participation

- to your colleagues who can interact so that your course isn't isolated but part of a whole
- to other stakeholders too: future students who can understand what they will be enrolling in, parents who can be more involved in their children's learning, other teachers and learners all over the world.

Let's start by watching a video presenting some inspiring examples of open pedagogical strategies "Open learning -- opportunity or threat?" by Steve Wheeler. [Link](#) (EN,FR,SP,GE,PO)(duration 1:02 minutes).

Done that? Great. Now, we need to understand that OER is still a focus point for open teaching. As David Wiley puts it:

"OER-enabled Pedagogy [...] the set of teaching and learning practices only possible or practical when you have permission to engage in the 5R [retain, reuse, remix, revise, redistribute] activities" (Wiley, 2017).

Let us now watch another video to understand better (3'11"): <https://vimeo.com/51075488> (EN)

Now let's consider a more direct question: what happens when a pandemic hits us? So many things... But for us teachers the pandemic has meant having to go online. For some teachers this has been a nightmare; For others the opportunity of testing new pedagogies.

Many things have made the difference between those who felt at ease and those who were not. One untold story is that some teachers felt comfortable with the material they were sharing with their students whereas others were not.

Those who were using open educational resources were able to share easily over the web. For the others things were more complex, of course.

2

To learn a little more...

Start by watching the following video:

https://www.youtube.com/watch?list=PLKaDnmLfGTbkAzboHYFcxqtjlz7XLh8AF&time_continue=245&v=-02UTHI-YI4&feature=emb_logo (EN,FR,SP,GE,PO).

And now a bit of reading: in the following article (in English) practical ideas to use OER in class are given. The context is that of English as a Foreign Language (EFL). But the ideas can be reused in other contexts:

<https://www.intechopen.com/books/advanced-learning-and-teaching-environments-innovation-contents-and-methods/practical-usage-of-oer-material-in-the-efl-classroom> (EN).

3

With even more time...

Teaching with OER can take many different ways. We suggest you explore the following course:

<https://www.open.edu/openlearncreate/course/view.php?id=3237#tabs-2> (EN)

There are of course many different resources in this course, so you will not be able to go through everything (at least not today!).

And if you have much more time, you can take the OERu course Dimensions of Openness in Education. Just follow this [link](#) (Full course duration: 20 hours) (EN).

4

Let us conclude

The goal of this learning unit was to allow you to do the following.

We hope that through watching the different videos, reading the different files, you have been able to learn.

As a summing up activity, we ask you to consider one of your lectures (or possible lectures) and list 3 different ways in which you could now use OERs for this lecture.

5

And finally for the badge:

You can use the ease with which you did the above activity as a partial indicator in the auto-assessment test below.

In order to obtain the Learning Unit 7 **Teach with OER** badge, please answer honestly to the following question.

If you have gone through the different videos and texts proposed in this learning unit, and if you have spent time on the quiz, you should know more about:

- How to use OER in the classroom
- Why to use OER in the classroom
- What are open pedagogies
- Some original ideas involving using OER with students

About those items, how confident do you feel?

- I have never used open pedagogies
- I have first experiences in opening up my teaching process
- I know how to involve my students into my teaching to create a stronger sense of participation.
- I know how to involve my students into my teaching to create a stronger sense of participation, how to interact with my colleagues who so that my course isn't isolated but part of a whole and to other stakeholders too: future students who can understand what they will be enrolling in, parents who can be more involved in their children's learning, other teachers and learners all over the world.

Learning Unit 8: Implement open assessment



Photo by [John Schnobrich](#) on [Unsplash](#)

1

Let's do some learning!

Why implement an open assessment?

Welcome to this learning unit on implementing an open assessment. Here we will go a little deeper into this type of Open Educational Practice (OEP). Student learning is often assessed in a closed community with student work being marked, archived, and eventually deleted. This type of assessment has been referred to as the 'disposable assessment'. There are a number of ways in which assessments can be made more open, realising a number of benefits depending on how this is done.

Student work can be brought back into the course as new learning materials, motivating students to engage in learning as they hear a variety of peer voices in their learning materials. Students can do their work in public, for example through blogging or vlogging. Students can do their work in partnership with those in the community or in professional communities of practice. Students' work can be shared publicly for the benefit of others in the community. An important point here is that students' informed consent is needed before they begin to work more openly, and we need to take care that the risks of doing so are understood, mitigated against, and that students have an alternative means of engaging in the assessment where desired and appropriate.

Implementing an open assessment in a module can help students connect their learning to real-world contexts. Open assessments can help them to focus on the work they are producing in terms of the type of work in which they will engage in future careers. Open assessments can provide points of connection between students and other groups of students inside or outside of their institution, community groups, professional communities of practice, and/or other stakeholder groups.

2

To learn a little more...

Below you will find resources that go into some more detail about the implementation of open assessments. We hope you will find these useful.

Resources for a deeper dive into open assessment

Open assessment, or open pedagogical assessment, is a subset of open pedagogy, also referred to as OER-enabled pedagogy. For a primer on open pedagogy watch [this short video](#) (EN)(1 min) by Dr Rajiv Jhangiani from KPU in Canada. For a much deeper dive into open pedagogy here you can:

Watch [this longer video \(1 hr 6 min\) on Open Pedagogy](#) (EN,FR,SP,GE,PO) delivered by Dr Robin DeRosa and Dr Rajiv Jhangiani.

3

With even more time...

Read this [blog post, What is Open Pedagogy?](#) (EN), by David Wiley;

Explore the [Open Pedagogy Notebook](#) (EN), which also has specific discussion of open assessments;

Read this piece by Lumen Learning on [Embracing Open Pedagogy](#) (EN), which includes examples of open pedagogy in practice;

Read [this paper by Robert Schuwer on Open Pedagogy](#) (EN).

Read [this published paper by David Wiley and John Hilton on Defining OER-Enabled Pedagogy](#) (EN).

Other terms used when talking about types of open assessment are: renewable assessments; authentic assessments; non-disposable assessments. In [this article, *Renewable assignments: Student work adding value to the world*](#) (EN), Chrisina Hendricks from the University of British Columbia discusses approaches to renewable or non-disposable assessments.

A number of examples of open pedagogy, some of which may give you inspiration as to what kind of open activities you might center your assessment design around, can be found on this:

[ACC library services collection of Open Pedagogy samples](#) (EN);

[Open Education Group website](#) (EN) with a number of links to activity/assessment examples by activity/assessment type as well as some other ideas for open pedagogy activities/assessments;

[Open pedagogy page in The OER Starter Kit open textbook](#) (EN), which covers different types of tools that might be used in implementing ‘renewable assignments’.

4

Let us conclude

Quiz time

1. What is Open Pedagogy?
 - a. A series of practices which involve engaging students in a course through the development, adaptation, or use of open educational resources.
 - b. A concept that is not defined rigorously yet.
 - c. “Open Pedagogy,” as we engage with it, is a site of praxis, a place where theories about learning, teaching, technology, and social justice enter into a conversation with each other and inform the development of educational practices and structures. This site is dynamic, contested, constantly under revision, and resists static definitional claims
 - d. An approach where students create games to be played by future generations of learners to help them prepare for, or deepen their learning on, specific topics.
2. Which of the following is a feature of OER?
 - a. Free to access
 - b. Free to reuse
 - c. Free to revise
 - d. All of the above
3. What is a disposable assignment?
 - a. Assignments that students complain about doing and faculty complain about grading.

- b. Assignments for which students receive no marks or credit.
 - c. Assignments that add value to the world in some way.
 - d. Assignments that add no value to the world.
4. Which of the following would not be a way of opening up an assessment?
 - a. Students work in groups of four in the VLE/LMS wiki tool to create entries on a relevant topic.
 - b. Bring student work back into the course as new learning materials.
 - c. Students' work can be shared publicly for the benefit of others in the community.
 - d. Students can do their work in public, for example through blogging or vlogging.
5. In opening up student assessments it is important to:
 - a. Ensure students make an informed decision before they begin to work more openly.
 - b. Ensure students understand the risks of working more openly, and how to mitigate those risks.
 - c. Ensure students are working more openly as fast as possible.
 - d. Ensure students have an alternative means of engaging in the assessment where desired and appropriate.
6. Which of the following is not a term that is sometimes used when talking about types of open assessments?
 - a. Renewable assessments.
 - b. Authentic assessments.
 - c. Non-disposable assessments.
 - d. Summative assessments.
7. Which of the following is an example of an open assessment or open pedagogical assessment?
 - a. Students editing Wikipedia articles
 - b. Students creating infographics that are released to/shared with the public

- c. Students and the teacher(s) collaborating to create an open textbook that is then used on the module/course being studied and shared through an open textbook repository.
- d. An assessment that is also part of an open online course/MOOC such that students are engaging with members of the public on that online course/MOOC in completing the assessment.

Answers and Comments

1. What is Open Pedagogy?
 - a. A series of practices which involve engaging students in a course through the development, adaptation, or use of open educational resources. This is one possible definition of Open Pedagogy from [the OER Starter Kit](#) (EN). B and C are also acceptable answers.
 - b. A concept that is not defined rigorously yet. *As highlighted by Robert Schuwer* (EN), *the term Open Pedagogy is not rigorously defined in the literature as yet. A and C are also acceptable answers.*
 - c. “Open Pedagogy,” as we engage with it, is a site of praxis, a place where theories about learning, teaching, technology, and social justice enter into a conversation with each other and inform the development of educational practices and structures. This site is dynamic, contested, constantly under revision, and resists static definitional claims. *This is an elegant definition of Open Pedagogy provided by DeRosa and Jhangiani in the [Open Pedagogy Notebook](#)* (EN). *A and B are also acceptable answers.*
 - d. An approach where students create games to be played by future generations of learners to help them prepare for, or deepen their learning on, specific topics. *While this is an example of applied Open Pedagogy, this is not a definition of Open Pedagogy more generally.*
2. Which of the following is a feature of OER?

- a. Free to access. *Yes, one feature of OER is that they are free to access. But there are four other features: free to reuse; free to revise; free to remix; and free to redistribute.*
 - b. Free to reuse. *Yes, one feature of OER is that they are free to reuse. But there are four other features: free to access; free to revise; free to remix; and free to redistribute.*
 - c. Free to revise. *Yes, one feature of OER is that they are free to revise. But there are four other features: free to access; free to reuse; free to remix; and free to redistribute.*
 - d. All of the above: *Yes, OER are: free to access; free to reuse; free to revise; and also do not forget free to remix and free to redistribute*
3. What is a disposable assignment?
- a. Assignments that students complain about doing and faculty complain about grading. *Yes, David Wiley, in his [Blog post 'What is Open Pedagogy'](#) (EN) describes assignments where students spend time creating work, teachers spend time grading it, and then everyone throws the assignment away as being disposable assignments that everyone complains about. D is also an acceptable answer.*
 - b. Assignments for which students receive feedback but no marks or credit. *No, this is a definition of formative assessment but not of a disposable assignment.*
 - c. Assignments that add value to the world in some way. *No, a disposable assignment is the opposite. Assignments that are created, graded, and then archived or disposed of within a closed system where the work generated by the student has no other impact does not add value to the world in some way.*
 - d. Assignments that add no value to the world. *Yes, David Wiley, in his [Blog post 'What is Open Pedagogy'](#) (EN) describes assignments where students spend time creating work, teachers spend time grading it, and then everyone throws the assignment away as being disposable assignments that add no value to the world. A is also an acceptable answer.*
4. Which of the following would not be a way of opening up an assessment?

- a. Students work in groups of four in the VLE/LMS wiki tool to create entries on a relevant topic. *Yes, this is not a way of opening up an assessment, while it is a good example of collaborative group work. This example of group work is occurring within the closed community of students and teacher(s) in the VLE/LMS. The work would then need to be used in some way to make it open.*
 - b. Bring student work back into the course as new learning materials. *No, this is a way of opening up an assessment.*
 - c. Students' work can be shared publicly for the benefit of others in the community. *No, this is a way of opening up an assessment.*
 - d. Students can do their work in public, for example through blogging or vlogging. *No, this is a way of opening up an assessment.*
5. In opening up student assessments it is important to:
- a. Ensure students make an informed decision before they begin to work more openly. *Yes, students' informed consent is needed before they begin to work more openly. B and D are also acceptable answers.*
 - b. Ensure students understand the risks of working more openly, and how to mitigate those risks. *Yes, we need to take care that the risks of working more openly are understood and that risks are mitigated against. A and D are also acceptable answers.*
 - c. Ensure students are working more openly as fast as possible. *No, a considered approach is recommended with appropriate process and safeguards around the process of supporting students to work more openly.*
 - d. Ensure students have an alternative means of engaging in the assessment where desired and appropriate. *Yes, it is important that students have an alternative means of engaging in the assessment where desired and appropriate. A and B are also acceptable answers.*
6. Which of the following is not a term that is sometimes used when talking about types of open assessments?
- a. Renewable assessments. *No, this is another term sometimes used when talking about types of open assessments. B and C are also terms used in this way.*
 - b. Authentic assessments. *No, this is another term sometimes used when talking about types of open assessments. A and C are also terms used in this way.*

- c. Non-disposable assessments. *No, this is another term sometimes used when talking about types of open assessments. A and B are also terms used in this way.*
- d. Summative assessments. *Yes, this is simply a term for a credit-bearing assessment, which could be open or closed in nature.*
7. Which of the following is an example of an open assessment or open pedagogical assessment?
- a. Students editing Wikipedia articles. *Yes, this is an example of an open assessment or open pedagogical assessment. In fact, all the answer options are good examples.*
- b. Students creating infographics that are released to/shared with the public. *Yes, this is an example of an open assessment or open pedagogical assessment. In fact, all the answer options are good examples.*
- c. Students and the teacher(s) collaborating to create an open textbook that is then used on the module/course being studied and shared through an open textbook repository. *Yes, this is an example of an open assessment or open pedagogical assessment. In fact, all the answer options are good examples.*
- d. An assessment that is also part of an open online course/MOOC such that students are engaging with members of the public on that online course/MOOC in completing the assessment. *Yes, this is an example of an open assessment or open pedagogical assessment. In fact, all the answer options are good examples.*

5

And finally for the badge:

You can use the number of correct answers in the quiz above as a partial indicator in the auto-assessment test below.

In order to obtain the Learning Unit 8 **Implement open assessment** badge, please answer honestly to the following question.

If you have gone through the different videos and texts proposed in this learning unit, and if you have spent time on the quiz, you should know more about:

- Some alternatives to normal assessment by means of openness
- Some open assessment scenarios
- The advantages of open assessment

About those items, how confident do you feel?

- I have never tried to do any open assessment.
- I have first experiences with open assessment.
- I have tried open assessment some times and want to do more.
- I feel confident with open assessment and can be a promoter or even teacher of these.

