

OERup! Training

Module 4 / Anyone Can Do It

The great thing about OER and OEP is that, by nature, it isn't patented. It can be created and distributed in a variety of ways by people in any role. You can buy tools for thousands of Euros and make slick learning materials, or produce quality handouts in a free word processor. OER are truly something that anyone can do.

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1. Introduction

Making an OER can be very simple indeed - in fact, you could open a word processor, make a resource and share it openly.

However, for an OER to be effective it needs to take into account a number of different aspects.

1. Firstly, it needs to be created using a format that is accessible to everyone. If I make an OER which needs to be opened in a specific piece of software that is not available to you, for example, it stops being accessible.
2. Secondly, it needs to be designed in a way that means it is easy for others to read and / or interact with, especially if they have specific educational needs or disabilities.
3. Thirdly, it needs to be legal. You can learn about licensing in module 2.
4. Finally, it needs to be findable. There are many places to distribute OERs.

CONTENT	First thoughts on making OER
TARGET GROUP	Teachers, trainers, mentors, staff and management of adult education institutions, as well as consultants

2. How this Module Works

This module will look at all of these aspects through reading and links to interactive content.

Content: The content for this section is split into three types:

- **Reading Exercises:** These parts of the module will direct you to resources that can support you in your task.
- **Checklist:** This "checklist" helps you think through the process and context of your OERs as well as providing a showcase of how a free interactive learning object can be produced.
- **Task:** The task will be to go and do it yourself; this is a very open task because the subject is, by its nature, open. However we have provided some guidance.

What you will learn:

- What is needed in order to make OER findable (keyword - metadata)
- A range of tools and platforms that help him/ her to produce OER
- Ways of making OERs accessible to others / those with learning needs
- Methods of design that means your OER can be readily used and adapted
- Some of the limitations/possibilities of different devices, formats, languages etc.

Overall dedication: This module can be worked through as quickly or as slowly as you like. We recommend taking around 1hr to work through the modules and putting aside anything between 1hrs and 5hrs to create the OER, depending on how complex you make your resource and how many skills you need to develop.

3. Making your Module accessible

Part of the point of having an Open Educational Resource as an open project is that anyone can use it; so, it makes sense that you'll want to make it accessible. Accessible means different things to different people, but for the purpose of this module, think of it as meaning that it is useable by as many different people as possible. There are three things to think about:

- Technology
- Presentation
- Language

Technology:

There are a series of things you need to consider here.

- Is the technology useable by all? For example, some types of videos (Codecs) only work on some platforms and not others (so WMV works on Windows PCs and Windows Phone, but not always on Androids and not normally on Apple or iOS devices).
- How will your OER work if people are using assistive technology, such as screen magnifiers or screen readers to help them? For example, some websites need to be a certain size and if they are expanded the text won't fit or be readable. A screen reader reads the "ALT TEXT" contained in any images to the person accessing the page. Have you used appropriate ALT tags to ensure they can participate too?
- Is your webpage or learning platform compatible with accessibility standards or is it something you've made yourself that might not work for everyone?

Presentation

Many people find they can read, digest or see information better online and printed if it is displayed in a particular way. For example, many people with dyslexia can read a sans-serif font (one without the feet / lines on letters) and find black on yellow a much easier colour scheme to process. There are two specific things that need considering:

- Original Presentation: What fonts, colours, pictures, and descriptions have you used? Have you put text over images or cluttered things in a way that may make some readers anxious?
- Adaptable design: Sometimes a document can be designed so that it can easily be adapted to meet a users unique need. This applies, amongst many others, to those created in Microsoft Office. For example, if your word document uses "styles" and each heading is saved in a "Heading 1" style, the user can simply adapt that style to a font a colour that suits them and all the headings will change.

Language

At first, it may seem obvious that the language you use will affect who can use your OER. But it isn't just the national language, but also the words you choose. Many people struggle to read long words or may find particular subjects or words threatening or offensive.

- Long words are best avoided as are long sentences. Keeping words simple can make a real difference to how people can use your OER.
- If your OER is designed for international translation also think about how the words might be understood. For example, using particular slang or colloquial words might not work and neither would mottos such as the English saying “a bird in the hand” (which an English person would take to mean you should be happy with what you have, but a foreign language speaker might not understand at all). Equally, certain words or phrases that are considered casual in some countries could be considered swearing or offensive in others.
- Different cultures have very different approaches to situations. Using examples that could be unusual or offensive to others needs to be considered. For example, a maths question that relates to measure of alcohol in a pub might not be usable by some religious or cultural groups. One example might not matter, but if a whole resource was based around setting up a bar, you might make it inaccessible to many users.

TASK 1 – Identify an OER you have created or sourced and then, using the resources and tools below, critique its level of accessibility

TASK 2- Using the resources and tools below, consider what technologies or tactics you will use to make sure OERs you create in the future are as accessible as possible.

Resources & Tools

Technology:

- [W3 Standards](http://www.w3c.org) for accessibility [www.w3c.org]
- Formats that [work on Android](http://developer.android.com/guide/appendix/media-formats.html) Devices [http://developer.android.com/guide/appendix/media-formats.html]
- Formats that [work on iOS](http://stackoverflow.com/questions/1535836/video-file-formats-supported-in-iphone) devices [http://stackoverflow.com/questions/1535836/video-file-formats-supported-in-iphone]
- Formats that [work on Chromebooks](https://support.google.com/chromebook/answer/183093?hl=en-GB) [https://support.google.com/chromebook/answer/183093?hl=en-GB]

Presentation:

- AbilityNet's [guide](https://www.abilitynet.org.uk/quality/documents/StandardofAccessibility.pdf) to accessible print and online documents
[https://www.abilitynet.org.uk/quality/documents/StandardofAccessibility.pdf]
- JiscTechDis's [archive site](http://web.archive.org/web/20141006180203/http://jisctechdis.ac.uk/techdis/resources/accessdocpres) on accessible Microsoft and Adobe documents
[http://web.archive.org/web/20141006180203/http://jisctechdis.ac.uk/techdis/resources/accessdocpres]
- British Dyslexia Association [accessible print](http://www.bdadyslexia.org.uk/common/ckeditor/filemanager/userfiles/About_Us/policies/Dyslexia_Style_Guide.pdf) guidelines
[http://www.bdadyslexia.org.uk/common/ckeditor/filemanager/userfiles/About_Us/policies/Dyslexia_Style_Guide.pdf]

Language

- Literatin, a Chrome Add On that [assesses the readability](https://literatin.wordpress.com/) of text
[https://literatin.wordpress.com/]
- Styleguide from MED Magazine about [words that might cause offence](http://www.macmillandictionaries.com/MED-Magazine/March2003/05-language-awareness-sensitivity-uk.htm)
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4. Checklist for Planning an OER

What is this checklist for?

This module is split into the following sections:

- Introduction
- Checklist
- Creating an OER
- Distributing an OER

You will learn:

- Considerations needed to create an OER
- Some of the tools that are available for making OERs
- Some of the tools that are available for distributing OERs

You will:

- Have a better knowledge of OERs
- Create and distribute you own OER

What does your OER need to be?

Making an OER should not be a big deal.

You want to make something that is

- Simple
- Easy to understand and use
- Straightforward to make or repurpose

But before you start you need to think about a few things to make sure it is also:

- ✓ Legal
- ✓ Findable
- ✓ Of suitable quality

Planning

The first point to consider is what you are actually doing?

- ✓ **Creating**
- ✓ **Collating**
- ✓ **Repurposing**
- ✓ **Collaborating**

- **Creating:**

In this scenario you are making an OER from scratch.

Maybe this is a subject you know a lot about and you have fresh content to create or maybe you can't find anything else to support learning elsewhere.

You need to think:

1. Am I creative enough?
2. Do I have access to the right tools?
3. Do I need (and, if so, can I afford) help?

Possible tools for creating: E-learning creators like CourseLab, Articulate Storyline or Xerte, Word processors or desktop publishing tools like MS Word or Publisher, video tools like iMovie, MovieMake or Videostory, screencast software like CamStudio or audio editing software like Audacity

- **Collating:**

In this scenario you are putting together existing OERs to make a new “super” OER.

Maybe this is because you can find lots of things that are OK but you need them all in one place or maybe adding content can add value.

You need to think:

1. Do I have enough content to make this?
2. Are all the OERs I intend to use licensed for modification?

Tools for collating: Social bookmarking / tagging sites like XTLearn, Diigo, Delicious, Tumblr, RSS aggregation sites like Feedly, blogs like Blooger or WordPress, free sites such as GoogleSites. If you have access to one you could also use a learning platform like Moodle.

- **Repurposing:**

In this scenario you are taking an existing resource and changing it into a different form.

Maybe this is to help learners with different learning styles, to update an OER to your context or to put it in a better format (e.g. video).

You need to think:

1. Do I have the skills needed for this?
2. Is the original OER licensed for modification?

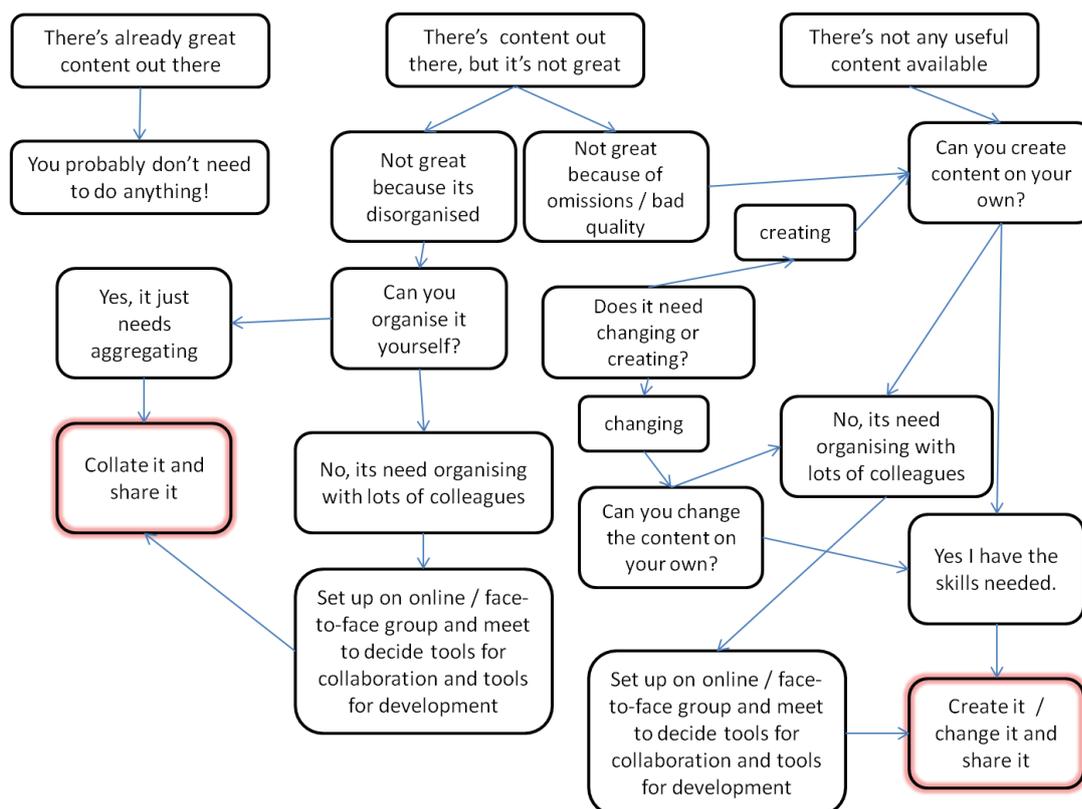
Tools for re-purposing: Tools for creating and also SplitPDF, Online-Convert, Pixlr

- **Collaborating:**

In this scenario you are working with other people to create a resource. Maybe this is because combined knowledge is the best tool. Wikipedia is a great example of an open collaboration resource.

Tools for collaborating: Collaborative documents like Mind32, MediWiki, WikiPedia, WikiMedia, Google Docs, Office 365

TASK 3: Using the bulleted lists above and the flowchart below, establish which of the following you’re doing and think about what tools you will need.



5. Creating / Changing an OER

Creating

There are many ways to create new content.

Do you want to create something that is:

- Paper / Sheet based
- Interactive
- Audio Based
- Video Based

Paper / Sheet Based

The best format for paper or worksheet based resources is a PDF (Portable Document File). You can find out about creating an accessible PDFs at:

<http://web.archive.org/web/20120923033840/http://www.jisctechdis.ac.uk/AccessibilityEssentials/2003/AE4/index.html>

You can easily save documents created in most mainstream word processors as PDFs, including those used in GoogleDocs and Office 365 for collaborative creation.

Pros & Cons

- Pro: Works on every device and is easy to make

- Con: Not easy to make it interactive or engaging

Interactive

Creating an interactive object is the hardest of all OER creation tasks. There are various coding languages that will help you produce more complex simulations, but they are not easy for the amateur to explore. You can experiment and learn about simple coding objects at:

<https://scratch.mit.edu/>

The best tools to use for creating interactive e-learning objects are specific tools. COurseLab have a free authoring tool at: http://www.courselab.com/view_doc.html?mode=home

There's a course on how to make use of CourseLab effectively at:

<http://www.learningandwork.org.uk/community-learning/resources/curriculumdevelopment>

You can design an OER using any tool you choose. Below are some factsheets to download around creating resources.

You can find out more about using accessible resources at:

http://www.learningapps.co.uk/moodle/xertetoolkits/play.php?template_id=1148

Pros & Cons of Interactive Objects

- Pro: Done well, an interactive object has limitless possibilities. It can stimulate, question or present in a variety of ways.
- Pro: Very engaging and creative
- Con: Complex to make, especially if making an app or simulation. Not always easy to host.
- Con: Software is often very expensive and free software limited in possibility

Audio & Video

The most popular free tools for Audio and Video are

- ✓ Audacity
- ✓ MovieMaker resource (PC) iMovie (Mac)

There's more on how to use these tools at:

http://www.learningapps.co.uk/moodle/xertetoolkits/play.php?template_id=1148

Pros & Cons

- Pros: Very engaging, many possibilities
- Pro: Audio especially is easy to consume while driving or doing other tasks.
- Con: Not all video or audio work on all devices. Complex to make it effectively. Hard to host openly (normally on YouTube or SoundCloud)
- Con: Badly made audio / video is a turn-off and it can take a lot of disk space to host or download

Changing & Repurposing

Repurposing content can be as easy or as complex as you would like and it depends on the media.

If it is a text or MS Word document you can simply repurpose it and save it, making sure you attribute the changes in line with the license conditions.

If it is a PDF you can use the website www.smallpdf.com to break it down by pages, re-align or add new ones.

6 Collating

Collating content can be done in a variety of ways

The simplest is to create a list using MS Word and hyperlinks or you can use Google Sites, WordPress or similar sites.

Resources:

- WordPress for simple websites: www.wordpress.com
- Google Sites for simple websites: sites.google.com
- Google Docs for collaborative or open documents: docs.google.com

The other option is to use social bookmarking. Diigo and XTLearn allow you to tag content on the web and make it available to others.

Social bookmarking allows you to link together online documents in collections.

By using “Tags” they are easily searchable by multiple factors. So, for example, you might tag a resource as “OER” and “Language Skills” and “Video”. That way, someone looking for OERs could find it whether they were looking for videos, language skill resources or another route entirely.

Diigo is the most well-known for doing this. XTLearn allows collections that are tailored differently for learners and for teachers.

- Find out about Diigo https://www.youtube.com/watch?v=o0FTC_PAwnE



- Find Out about XTLearn <https://www.youtube.com/watch?v=WXxWFnjuebK>

Resources:

- Diigo: www.diigo.com
- XTLearn: <http://xtlearn.net/Welcome>

7. Sharing your OER

Before you distribute OERs please make sure you have completed the licensing module.

There are four main ways to distribute OERs.

- ✓ Using shared sites or cloud drives
- ✓ Using your own webspace
- ✓ Using OER directories
- ✓ Locally (paper based)

There are many sites not specific to OERs that can be used to share them. Click the links to explore the sites. Remember the sites are owned; they are not truly open.

- YouTube: An ideal place to share videos
- SoundCloud: An ideal place to share audio
- Jing: An ideal place for sharing screencasts
- SlideShare: An ideal place to share presentations

The other option is to share your files by making a public folder on Dropbox, The Box or GoogleDrive.

You can also share your resources on your own webspace.

If you don't have your own webspace already you could try one of the following sites or explore making your own (click for link).

- ✓ WordPress www.wordpress.com
- ✓ Wix wix.com
- ✓ GoogleSites sites.google.com

Obviously, you don't have to share OERs online.

There are many conferences, community meetings or other events where people would welcome the inclusion of OERs in a paper based format.

An example of some paper based OERs on digital literacy which are sorted into individual files or complete packs for printing can be found here www.digital-age.org.uk



There are literally dozens of directories where you can share OERs with the wider community. Click here for a long list of them

<https://oerqualityproject.wordpress.com/2012/10/22/directory-of-oer-repositories/>

8. List of Links

All of the links found in this module can be found here:

OER Quality Project, Directory of Repositories, 2012:

<https://oerqualityproject.wordpress.com/2012/10/22/directory-of-oer-repositories/>

Digital Age Toolkit, 2015 <https://oerqualityproject.wordpress.com/2012/10/22/directory-of-oer-repositories/>

Getting started with XTLearn.Net, Rod Paley, 2013:

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

How to use Diigo, David Knapp, 2013 https://www.youtube.com/watch?v=o0FTC_PAwnE

Tool for editing PDF Files: www.smallpdf.com

Sensativity; avoiding offence, Macmillan English Dictionaries, 2003,

<http://www.macmillandictionaries.com/MED-Magazine/March2003/05-language-awareness-sensitivity-uk.htm>

W3 Standards for accessibility, World Wide Web Consortium, 2016, www.w3c.org

File formats for Android, Android Developers Guide, 2016

<http://developer.android.com/guide/appendix/media-formats.html>

Video File Formats supported in iPhone, StackOverflow, 2009,

<http://stackoverflow.com/questions/1535836/video-file-formats-supported-in-iphone>

Formats that work on ChromeBooks, 2015,

<https://support.google.com/chromebook/answer/183093?hl=en-GB>

Making accessible print and online documents, AbilityNet, 2010,

<https://www.abilitynet.org.uk/quality/documents/StandardofAccessibility.pdf>

Making Accessible Documents, JiscTechDis / WebArchive 2014,

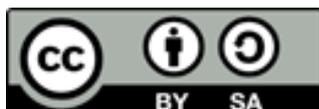
http://web.archive.org/web/20141006180203/http://jisctechdis.ac.uk/techdis/resources/acces_sdocpres

British Dyslexia Association accessible print guidelines

http://www.bdadyslexia.org.uk/common/ckeditor/filemanager/userfiles/About_Us/policies/Dyslexia_Style_Guide.pdf

9. Metadata

Data Category	Information "Anyone can do it"
URL	http://www.oerup.eu/module-4/
OER	Signify whether this resource is free of restrictions for including but not limited to personal, educational, or commercial use.
License	Creative Commons-Attribution-ShareAlike 4.0 International
License Code	CC-BY-SA 4.0
Name	OER's – Anyone Can Do It!
About	This module looks at the process around creating an OER including creating, collating or repurposing, making them accessible and different formats that can be used.
Keywords	Open Educational Resources, Open Educational Practices, Open Education, Adult Education, Adult Learning, Open Licensing, Copyright, Creative Commons, Open Pedagogies; Open Classroom, OER Repositories, Quality Assurance, Metadata, Open Strategy, Open Culture, Open Learning Architecture, Tools, CourseLab, Xerte, Audacity
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Educational Use	Reading, activity
Interactivity Type	Mixed
Resource Format	Mixed
Data Type	Mixed (HTML, Java, SWF, PDF)
Education Type	Adult Learning, Higher Education
Language	English (UK)
Country Code	UK
Script Code	Latin
Access Mode	Textual, Visual



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