

# OERup! Training

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## Module 3 / OER – It's already out there

Searching for OER is a common task for those involved in adult education. OER are then used as-is or are repintroduposed. In order to do this, it is important to have a set of criteria for searching for OER. This module addresses this from a practical point of view.

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## Introduction

OER – It’s already out there

You should already have a clear idea about what an OER and OEP are and which kind of licences are available for this.

The next step is mainly practical: searching for OER is a common task for those involved in adult education. OER are then used as-is or are repurposed. In order to do this, it is important to have a set of criteria for searching for OER. This module addresses this from a practical point of view. Starting from an analysis of the resources you use in your classes, you will search OER in order to select one/s and repurpose it/them according to the detected needs. (This module is an adaptation of the activities 2 and 3 from the PREA course (Maina & Pérez-Mateo, 2013. Available at:<http://openaccess.uoc.edu/webapps/o2/handle/10609/...>)

The core activity of this module is to search, evaluate and repurpose an OER.

Four main tasks are defined:

1. To identify a concrete need for the use of OER and establish some search criteria.
2. To search for resources using some OER repositories.
3. To apply quality criteria for the evaluation of the resources found.
4. To identify the need of adaptation of the resource/s in order to be applied in your concrete context (repurpose).

CONTENT	Analysis of resources, search for resources, repurposing resources
TARGET GROUP	Teachers, trainers, mentors, staff and management of adult education institutions, as well as consultants

Please have a look at the expert webinar on quality assurance in open education with Anthony F. Camilleri, who is a quality and standardization expert and a tertiary education policy consultant: [https://youtu.be/Piqaj\\_Gd5aq](https://youtu.be/Piqaj_Gd5aq)

## 1. Identifying items for improvement

### TASK 1 What are my needs? Identifying items for improvement

The first task aims to identify those resources used within your classes which are suitable for being changed, reflecting on why this is. To complete this information for your course, use the template below.

List your resources	Course objectives alignment	Format	Quality	Difficulty	Update	License	Detected need

*List your resources:* write down all the resources that you use within your classes.

*Course objectives alignment:* to what extent does this resource address the course objectives?

*Format:* which format do they have? text, video, audio, graphic, presentation, ...

*Quality:* high, medium, low.

*Difficulty:* level of comprehension of the resource, taking into account the student's profile/needs.

*Update:* date of creation or update.

*License:* which license does it have?

*Detected need:* identify what changes could be made to improve each resource.

Among the detected needs and according to your preferences, choose one resource to be adapted.

**Decision: to adapt [*complete which*] resource in order to improve [*complete what*]**

## 2. Establishing search criteria

### TASK 2 What am I looking for? Establishing some criteria

In order to improve that resource, you will take advantage of the availability of OER. Because we can find so many different kinds of OER on the internet, you should first identify a set of criteria for searching that match your needs.

In order to establish the criteria for OER selection, complete these items:

<b>Education level</b> <i>Adult education, higher education,...</i>	
<b>Topic</b>	
<b>Language</b>	
<b>Year of creation</b>	
<b>Granularity</b> <i>Activity, module, resource...</i>	
<b>Format</b> <i>Document, image, conference, learning activity, course, application, webpage, documentary, congress, interview, television program, film, bibliography, presentation, infographics,...</i>	
<b>Extension or duration</b>	
<b>Style</b> <i>Academic/formal, informal</i>	
<b>License</b> <i>Usability</i>	
<b>Other</b> <i>Identify other features that you consider as important</i>	

### Share with your mates:

After this, share your selection criteria on OERup! Google+ community, under the Quality assurance tag (menu on the left). Take a look on fellow participants posts and write a comment if you have some criteria in common; for example, about Topic, granularity or format. You can maybe find some



collaborative options for creating or repurposing your OER. For example, you can create an OER together! So, you can jointly develop Task 5.

### 3. Searching for OER

#### TASK 3 What can OER offer me? Searching for OER

The next step is to find OERs. You can find many repositories on the internet that serve this purpose. Here you have some of them:

<p><a href="#">OpenCourseWare Consortium.</a> The OpenCourseWare Consortium is a worldwide community of hundreds of higher education institutions and associated organizations committed to advancing OpenCourseWare and its impact on global education.</p>
<p><a href="https://www.oercommons.org/">https://www.oercommons.org/</a> Discover, share and create OER.</p>
<p><a href="#">OpenDOAR</a> The Directory of Open Access Repositories. Metarepository.</p>
<p><a href="#">Search Engine</a> Metarepository</p>
<p><a href="http://www.jorum.ac.uk/">http://www.jorum.ac.uk/</a> The UK's largest repository for discovering and sharing Open Educational Resources for HE, FE and Skills.</p>
<p><a href="#">MIAO</a> - My Individual Assessment of Open Access (Pilot version) MIAO is self-assessment tool for researchers to assess how prepared they think they, and their institution, are for Open Access (OA) compliance. This is based on CIAO - Collaborative Institutional Assessment of Open Access - a benchmarking tool for assessing institutional readiness for Open Access (OA) compliance.</p>
<p><a href="http://iberry.com/">http://iberry.com/</a> iBerry provides information and resources for online learners, researchers, educators and anyone else with an interest in adult education. Is an aggregator of other repositories and has links to OCW, MOOCS, etc.</p>
<p><a href="#">MIT OpenCourseWare</a> OCW makes the materials used in the teaching of MIT's subjects available on the Web.</p>
<p><a href="#">NLN Materials</a> Funded by the UK Government to support learners and organisations in the post-16 sector, the NLN Materials represent one of the most substantial and wide-ranging collections of e-learning materials in the UK - hundreds of small, free, flexible 'bite-sized' episodes of learning.</p>

<p><a href="#">CK-12</a> CK-12 is a non-profit organization based in California founded with the mission to produce free and open source K-12 materials aligned to state curriculum standards and customized to meet student and teacher needs.</p>
<p><a href="#">Curriki</a> Curriki, the online education community, is building the first website to offer free, open-source instructional materials for K-12.</p>
<p><a href="#">The Orange Grove</a> - EQUELLA Visit the Orange Grove Resources collection and explore the new videos and other high quality resources from North Carolina High School of Science and Mathematics (NCSSM) on a variety of science, technology, and mathematic related topics.</p>
<p><a href="#">Tiching</a> (In Spanish) Is a repository with a lot of resources from infants education to bachelor's degree.</p>

You also have some repositories available in different languages or specialising in different formats (video, audio, presentations, podcasts etc.) We encourage you to share repositories that you find on our wall entitled "[Where to find OER](#)".

Watching this video could help you to find OER: "Where to find quality Open Educational Resources" by Rory McGreal: <https://youtu.be/LCJnEHVpILc>

You can also read Hodgkinson-Williams, C. & Paskevicius, M. (2011), "Framework to understand postgraduate students' adaption of academics' teaching materials as OER". In: Okada, A. (2012). Open Educational Resources and Social Networks: Co-Learning and Professional Development. London: Scholio Educational Research & Publishing: [http://oer.kmi.open.ac.uk/?page\\_id=2337#.V3IzIDWo1hZ](http://oer.kmi.open.ac.uk/?page_id=2337#.V3IzIDWo1hZ)

The OER search should be complemented with the two following tasks: Evaluating OER and Selecting OER...in the next chapters.

## 4. Evaluating OER

### **TASK 4 Evaluating OER: does the OER fit quality criteria?**

During the task 3 you will find many OERs. However, many of them will not meet your objectives; others will be of a low quality or incomplete.

The OER selection is a key step in this process in order to guarantee the quality of the resource. Pérez-Mateo *et al.* (2011) propose a set of quality criteria regarding content and format. They can help you to select the most convenient resources according to your needs.

## In relation to content

Criteria	Definition
<b>Quality</b>	High/medium/low
<b>Adequacy</b>	Adequacy and relevance of information in relation to the subject developed
<b>License</b>	License type in order to reuse content (CreativeCommons, GNU FDL, etc.). This is a condition to select the OER for this task.
<b>Consistency</b>	Content and discourse consistency
<b>Organization</b>	Content organization and sequence
<b>Reliability</b>	To what extent it addresses the topic?
<b>Thoroughness</b>	Thoroughness and correct argumentation of statements and content
<b>Agility</b>	Content presentation rhythm
<b>References</b>	Citations and references, including the reuse of OER
<b>Argumentation</b>	Quality of the arguments developed
<b>Currency</b>	Content is up-to-date
<b>Recipient</b>	Adapting content to the recipient
<b>Summary</b>	Content synthesis capacity
<b>Clarity</b>	Ease and simplicity of content understanding
<b>Style</b>	Communication style, including spelling
<b>Prospective</b>	How content encourages the generation of new content: further research on that issue, opening questions, formulating new questions, providing clues to research, etc.
<b>Authorship</b>	Attribution
<b>Rating</b>	Assessment made by visitors (users)
<b>Visits</b>	The number of visits
<b>Dissemination</b>	Indexed in search engines, embedding, RSS, Tweeter and /or Facebook, etc.
<b>Validation</b>	Explicit validation and/or evaluation process (explanation of content creation process as well as validation. It should also include some elements such as authorship, date, editing and versions date and context where it is developed)

## In relation to format

Criteria	Definition
<b>Adequate</b>	The format is consistent with the content presented
<b>Structure</b>	Sequence and clarity of the structure
<b>Design</b>	Design and presentation
<b>Diversity</b>	Images, links, graphs, multimedia, videos, etc, and the proper treatment of those resources
<b>Interaction usability</b>	Ease of navigation and access to all content
<b>Typography</b>	Typographic resources used (frames, text attributes, titles, etc.)
<b>Resources</b>	Using the different resources provided by the tool (optimal use)
<b>Reuse</b>	Ease or degree of reuse of content format
<b>Features</b>	Ease or degree of reuse of content format
<b>Accessibility</b>	The degree to which content can be used by people of all abilities and disabilities
<b>Multiplatform</b>	Suitability for different types of devices (web, mobile, etc.)

You might also want to consult the following documents:

- Pérez-Mateo, M., Maina, M.F., Guitert, M. & Romero, M. (2011). Learner generated content: quality criteria in online collaborative learning: <http://www.eurodl.org/materials/special/2011/Perez...>
- Wiley, D. (2015). [Stop Saying high quality](#). Post from [iterating toward openness blog](#).
- Atenas, J. & Havemann, L. [Questions of quality in repositories of open educational resources: a literature review](#). Research in Learning Technology, 22, jul. 2014. ISSN 2156-7077. Date accessed: 01 Oct. 2015.
- Camilleri, A.F., Ehlers, U.D. & Pawlowski, J. (2014). [State of the Art Review of Quality Issues related to Open Educational Resources \(OER\)](#). Spain: Joint Research Centre
- Kawachi, P. (2015). [Quality Assurance for OER: Current State of the Art and the TIPS Framework](#). eLearning Papers, 40. ISSN: 1887-1542.

Among the resources found, select 5-10 OER which best suit your needs (Task 1 & 2), identifying those elements that may be improved depending on quality criteria. For this task, complete this template:

OER Title	Location (repository, URL)	Element for improvement	Justification

## 5. Repurposing OER

### TASK 5 What will I do? Repurposing OER

Starting from the identified OER (Task 4), the last task consists of their adaptation according to your needs (Task 1 & Task 2). The resulting “product” will also be an OER.

For this purpose, this resource will help you:

After this, complete the following table with the key elements of your OER. You just need to identify the most important characteristics and actions; you don’t need to implement the changes that you identify:

<b>Objective</b> <i>Which is its aim?</i>	
<b>Justification</b> <i>Argumentation about the need for OER repurpose</i>	
<b>Alignment</b> <i>In which educational context the OER will be used</i>	
<b>Type</b> <i>Nature (content, activity, tool, evaluation) and granularity</i>	
<b>Elaboration</b> <i>Adaptation implies a number of changes (more or less deep) from the original OER. Some examples are: to significantly modify it, translation, to adapt a concrete aspect (context, learning style, specific needs, etc.), to adjust it (length, communication style, format...), to integrate some sections</i>	

<p><i>from other OER, etc.</i></p> <p><i>Describe which OER you will adapt and how.</i></p>	
<p><b>Usage</b></p> <p><i>How will you use the OER within the classroom?</i></p>	
<p><b>Format/media</b></p> <p><i>Text/Graphic/Audio/Video/Other format (explain it)</i></p>	
<p><b>Implementation</b></p> <p><i>Technical functionalities/characteristics. What does the technological support allow?: different formats integration (image, audio, video, links...), individual and collaborative tasks, different kinds of interaction, tagging, RSS, rating, comments, e-mail, social networks, social bookmarks, printing, adaptation to different electronic devices, etc.</i></p>	
<p><b>Accessibility</b></p> <p><i>How will you ensure content adaptation? Text size, zoom, colours,...</i></p>	
<p><b>Technical opening</b></p> <p><i>How to facilitate content edition, exportation/ importation, open formats [ODT, .RTF, .PDF (text); .PNG, .JPEG (images); MP3 (audio); MPEG4 (video)], sustainability (it facilitates its usage regardless of technological changes), etc.</i></p>	
<p><b>License</b></p> <p><i>Decisions about which <a href="#">Creative Commons</a> license you will use. You can consult this <a href="#">tutorial</a> for Creative Commons licenses selection</i></p>	
<p><b>Publication</b></p> <p><i>Identification of different ways for OER dissemination/sharing: repositories (institutional, thematic), metarepositories, social web, (Youtube, Slideshare, Scribd, etc), webpage (personal, collective...), tagging (tags and descriptors: title, author, topic, date, language, type of resource, granularity, educative level, nature (content, activity, tool, evaluation), modality (elearning, bl-learning, ftf), required previous knowledge, resource description, license, keywords, etc.</i></p>	

**Share with your mates:** Finally, share this result with other course participants on the Forum and make 1 or 2 comments about their OER proposals: general perception, feasibility, strengths and weaknesses, adequacy, etc. Once again, you have the chance to find collaborative ways of working with other course participants.

## 6. Conclusion and assessment

### Conclusion

Individually reflect on these questions on your portfolio:

- Which are the lessons learnt about searching, assessing and adapting OER for my classes?
- Which questions are still open about OER and their adaptation?

### Monitoring and Assessment

You can use these items to orient the quality of your products.

	INADEQUATE	ADEQUATE	EXCELLENT
Need detection	<p>The analysis of the learning resource is insufficient or doesn't exist.</p> <p>The elements highlighted don't help to understand or justify the decisions taken.</p>	<p>A correct analysis of the learning resources used is presented.</p> <p>The analysis identifies the elements that require the modifications in the resources.</p> <p>The decisions about how to proceed to resolve the identified elements are suitably explained.</p>	<p>A detailed analysis of the learning resources used is presented.</p> <p>The analysis identifies concretely and in detail the elements that require the modifications in the resources.</p> <p>The decisions about how to proceed to resolve the identified elements are suitably explained.</p>
OER searching	<p>The use of OER searching criteria is not explicitly explained.</p> <p>The search results are only listed or not presented</p>	<p>Criteria to search for OER are presented.</p> <p>Searching criteria are explicit.</p> <p>The search results are presented making some reference to OER characteristics.</p>	<p>Criteria to search for OER are clearly presented according to the needs detected.</p> <p>The search results are presented detailing the characteristics of the OER found.</p>
OER selection	<p>The use of evaluation criteria for OER selection is not</p>	<p>Criteria to select OER are presented.</p>	<p>Clear and coherent criteria to select OER are presented</p>

	<p>explicitly explained.</p> <p>The selection results are only listed or not presented</p> <p>A conclusion about which OER will be adapted is not presented.</p>	<p>The results of the selection are presented.</p> <p>A conclusion about which OER will be adapted is presented.</p> <p>The selected OER can be modified (according to its license).</p>	<p>The selected OER can be modified (according to its license).</p> <p>The decision taken is detailed according to the application of the selection criteria.</p>
<p><b>OER Repurpose</b></p>	<p>The objectives of the adaption of the OER are not clearly presented.</p> <p>The actions taken in order to repurpose the OER are not explicit.</p> <p>The OER repurposing has not a sufficient pedagogic justification, not considering the coherence with the learning objectives and the learning situation where it will be used.</p> <p>The description of the OER doesn't explain neither formal nor conceptual aspects.</p> <p>The structure of the OER is not logical and coherent.</p> <p>The technical support for the OER repurposing is not enough to guarantee the integration of content in multiple formats and dynamic content.</p> <p>The OER repurposing doesn't consider consultation and social web elements.</p> <p>Dissemination and reuse of the OER are not contemplated.</p> <p>The OER doesn't identify its license.</p>	<p>The objectives of the adaption of the OER are presented.</p> <p>The actions taken in order to repurpose the OER are explicit.</p> <p>The OER repurposing is pedagogically justified, considering the coherence with the learning objectives and the learning situation where it will be used.</p> <p>The description of the OER is clear in formal and conceptual aspects.</p> <p>The structure of the OER is clear and coherent.</p> <p>The technical support for the OER implementation allows the integration of content in multiple formats and dynamic content.</p> <p>The OER repurposing considers consultation and social web elements.</p> <p>Dissemination and reuse of the OER are (totally or partially) contemplated.</p> <p>The OER identifies a relatively open CC license according to the original OER's license.</p>	<p>The objectives of the OER that will be adapted are pedagogically justified explaining its pertinence and coherence with the objectives and learning situation in which will be applied.</p> <p>The elements of the original OER that will be modified are shown and the operations to repurpose it to the concrete learning needs are explained.</p> <p>The description of the OER is clear and detailed in formal and conceptual aspects.</p> <p>The repurposing of the OER is based on its educational potentiality (as a content vehicle and learning support regarding its particular characteristics).</p> <p>A creative and innovator of learning is settled out thought the use of the transforming potential of OER.</p> <p>The technical support for the OER implementation allows the integration of content in multiple formats and dynamic content.</p> <p>The (total or partial) dissemination of the OER is possible with simple mechanisms and by multiple channels and devices.</p> <p>The OER repurposing widely considers consultation and social web elements.</p> <p>The OER repurposing is coherent with the quality criteria used for the OER's selection.</p> <p>The OER identifies an open CC license according to the original OER's license.</p>

The result from Module 3 is an OER proposal. During the Module 4, you have the chance to develop it in a greater extent.

## 7. Metadata

Data Category	Information "OER: It's already out there"
<b>URL</b>	<a href="http://www.oerup.eu/module-3/">http://www.oerup.eu/module-3/</a>
<b>OER</b>	OER
<b>License</b>	Attribution-ShareAlike 4.0 International
<b>License Code</b>	CC-BY-SA 4.0
<b>Name</b>	Module 3 - OER: It's already out there
<b>About</b>	Searching OER is a common task for educative practices. OER are then used directly or repurposed. For this, it is important to dispose of a set of criteria in order to find and select OER. In this module these actions are addressed from a practical point of view.
<b>Keywords</b>	Open Educational Resources, Open Education, Adult Learning; Quality Assurance; OER analysis; OER repositories; teaching practice.
<b>Publisher</b>	OERup! Consortium
<b>Author</b>	Marc Romero, Maria Pérez-Mateo & Marcelo Maina
<b>Date Created</b>	20/10/2015
<b>Time Required</b>	00:30:00
<b>Educational Role</b>	Teacher
<b>Educational Use</b>	Activity, Lesson Plan, Reading
<b>Interactivity Type</b>	Mixed
<b>Resource Format</b>	Text
<b>Data Type</b>	HTML
<b>Education Type</b>	Adult Learning; Higher Education
<b>Language</b>	English; German; Italian, Spanish; Romanian

<b>Country Code</b>	Spain
<b>Script Code</b>	Latin
<b>Access Mode</b>	Visual; Textual

<b>Data Category</b>	Information "Quality assurance Webinar"
<b>URL</b>	<a href="http://www.oerup.eu/module-3/webinarquality-assurance/">http://www.oerup.eu/module-3/webinarquality-assurance/</a>
<b>Alternate URL</b>	<a href="https://www.youtube.com/watch?v=Pjqaj_Gd5ag">https://www.youtube.com/watch?v=Pjqaj_Gd5ag</a>
<b>OER</b>	OER
<b>License</b>	Creative Commons - Attribution-ShareAlike 4.0 International
<b>License Code</b>	CC-BY-SA 4.0
<b>Copyright Holder (Optional)</b>	OERup! Consortium
<b>Name</b>	Quality assurance in open education
<b>About</b>	This video is a webinar about Quality assurance in open education. This webinar supports the Modules 3 & 4 of our OER uptake in Adult Education course, where students search, assess and repurpose OERs.
<b>Keywords</b>	OERup! Training Curriculum; Open Educational Resources; Open Educational Practices; Open Education; Adult Education; Adult Learning; Quality assurance; Scenario for OER; Quality criteria
<b>Publisher</b>	OERup! Consortium
<b>Host</b>	YouTube
<b>Author</b>	Anthony Camilleri; Marc Romero, Kevin Campbell-Wright
<b>Date Created</b>	11.11.2015
<b>Time Required</b>	00:36:48
<b>Educational Role</b>	Teacher
<b>Educational Use</b>	Presentation; Curriculum Plan

<b>Interactivity Type</b>	Expositive
<b>Resource Format</b>	Video (a resource intended for watching)
<b>Data Type</b>	HTML
<b>Education Type</b>	Adult Learning; Higher Education
<b>Language</b>	English, German, Italian, Spanish, Romanian
<b>Country Code</b>	Spain
<b>Script Code</b>	Latin
<b>Access Mode</b>	Auditory; Visual

<b>Data Category</b>	Information „What are my needs? Identifying items for improvement“
<b>URL</b>	<a href="http://www.oerup.eu/module-3/identifying-items/">http://www.oerup.eu/module-3/identifying-items/</a>
<b>OER</b>	OER
<b>License</b>	Attribution-ShareAlike 4.0 International
<b>License Code</b>	CC-BY-SA 4.0
<b>Name</b>	What are my needs? Identifying items for improvement
<b>About</b>	This resource is a template or guideline in order to analyse the resources and contents used by teachers on their courses
<b>Keywords</b>	Open Educational Resources, Open Education, Adult Learning; Quality Assurance; OER analysis; teaching practices
<b>Publisher</b>	OERup! Consortium
<b>Author</b>	Marc Romero, Maria Pérez-Mateo & Marcelo Maina,
<b>Date Created</b>	20/10/2015

<b>Time Required</b>	02:00:00
<b>Educational Role</b>	Teacher
<b>Educational Use</b>	Activity
<b>Interactivity Type</b>	Active
<b>Resource Format</b>	Text
<b>Data Type</b>	HTML
<b>Education Type</b>	Adult Learning; Higher Education
<b>Language</b>	English; German; Italian, Spanish; Romanian
<b>Country Code</b>	Spain
<b>Script Code</b>	Latin
<b>Access Mode</b>	Visual; Textual

<b>Data Category</b>	Information „What am I looking for? Establishing some criteria”
<b>URL</b>	<a href="http://www.oerup.eu/module-3/defining-criteria/">http://www.oerup.eu/module-3/defining-criteria/</a>
<b>OER</b>	OER
<b>License</b>	Attribution-ShareAlike 4.0 International
<b>License Code</b>	CC-BY-SA 4.0
<b>Name</b>	What I am looking for? Establishing some criteria
<b>About</b>	This resource is a template or guideline in order to stablish some criteria for searching OER. This activity is based on results of the task 1.

<b>Keywords</b>	Open Educational Resources, Open Education, Adult Learning; Quality Assurance; OER analysis; teaching practices
<b>Publisher</b>	OERup! Consortium
<b>Author</b>	Marc Romero, Maria Pérez-Mateo & Marcelo Maina,
<b>Date Created</b>	20/10/2015
<b>Time Required</b>	00:30:00
<b>Educational Role</b>	Teacher
<b>Educational Use</b>	Activity
<b>Interactivity Type</b>	Active
<b>Resource Format</b>	Text
<b>Data Type</b>	HTML
<b>Education Type</b>	Adult Learning; Higher Education
<b>Language</b>	English; German; Italian, Spanish; Romanian
<b>Country Code</b>	Spain
<b>Script Code</b>	Latin
<b>Access Mode</b>	Visual; Textual

<b>Data Category</b>	Information „What can OER offer me? Searching for OER“
<b>URL</b>	<a href="http://www.oerup.eu/module-3/searching-for-oer/">http://www.oerup.eu/module-3/searching-for-oer/</a>
<b>OER</b>	OER

<b>License</b>	Attribution-ShareAlike 4.0 International
<b>License Code</b>	CC-BY-SA 4.0
<b>Name</b>	What can OERs offer me? Searching OER
<b>About</b>	This resource offers a set of OER repositories.
<b>Keywords</b>	Open Educational Resources, Open Education, Adult Learning; Quality Assurance; OER analysis; teaching practices; OER repositories
<b>Publisher</b>	OERup! Consortium
<b>Author</b>	Marc Romero, Maria Pérez-Mateo & Marcelo Maina,
<b>Date Created</b>	20/10/2015
<b>Time Required</b>	02:00:00
<b>Educational Role</b>	Teacher
<b>Educational Use</b>	Lesson plan; Reading
<b>Interactivity Type</b>	Active
<b>Resource Format</b>	Text
<b>Data Type</b>	HTML
<b>Education Type</b>	Adult Learning; Higher Education
<b>Language</b>	English; German; Italian, Spanish; Romanian
<b>Country Code</b>	Spain
<b>Script Code</b>	Latin
<b>Access Mode</b>	Visual; Textual

<b>Data Category</b>	Information „Evaluating OER“
<b>URL</b>	<a href="http://www.oerup.eu/module-3/evaluating-oer/">http://www.oerup.eu/module-3/evaluating-oer/</a>
<b>OER</b>	OER
<b>License</b>	Attribution-ShareAlike 4.0 International
<b>License Code</b>	CC-BY-SA 4.0
<b>Name</b>	Evaluating OER
<b>About</b>	This resource offers a set of quality criteria regarding content and format in order to help the participant (teacher) to select the most convenient resources according to his/her needs.
<b>Keywords</b>	Open Educational Resources, Open Education, Adult Learning; Quality Assurance; OER analysis; teaching practices; OER selection
<b>Publisher</b>	OERup! Consortium
<b>Author</b>	Marc Romero, Maria Pérez-Mateo & Marcelo Maina,
<b>Date Created</b>	20/10/2015
<b>Time Required</b>	00:30:00
<b>Educational Role</b>	Teacher
<b>Educational Use</b>	Lesson plan; Reading
<b>Interactivity Type</b>	Active
<b>Resource Format</b>	Text
<b>Data Type</b>	HTML

<b>Education Type</b>	Adult Learning; Higher Education
<b>Language</b>	English; German; Italian, Spanish; Romanian
<b>Country Code</b>	Spain
<b>Script Code</b>	Latin
<b>Access Mode</b>	Visual; Textual

<b>Data Category</b>	Information „Does the OER fit quality criteria?“
<b>URL</b>	<a href="http://www.oerup.eu/module-3/repurposing-oer/">http://www.oerup.eu/module-3/repurposing-oer/</a>
<b>OER</b>	OER
<b>License</b>	Attribution-ShareAlike 4.0 International
<b>License Code</b>	CC-BY-SA 4.0
<b>Name</b>	Does the OER fit quality criteria?
<b>About</b>	This resource provides a template to help participants (teachers) to analyse and select OER in relation to the identified needs during previous tasks.
<b>Keywords</b>	Open Educational Resources, Open Education, Adult Learning; Quality Assurance; OER analysis; teaching practices; OER selection
<b>Publisher</b>	OERup! Consortium
<b>Author</b>	Marc Romero, Maria Pérez-Mateo & Marcelo Maina,
<b>Date Created</b>	20/10/2015
<b>Time Required</b>	01:00:00
<b>Educational Role</b>	Teacher

<b>Educational Use</b>	Activity
<b>Interactivity Type</b>	Active
<b>Resource Format</b>	Text
<b>Data Type</b>	HTML
<b>Education Type</b>	Adult Learning; Higher Education
<b>Language</b>	English; German; Italian, Spanish; Romanian
<b>Country Code</b>	Spain
<b>Script Code</b>	Latin
<b>Access Mode</b>	Visual; Textual

<b>Data Category</b>	Information „What will I do? Repurposing OER“
<b>URL</b>	<a href="http://www.oerup.eu/module-3/repurposing-oer/">http://www.oerup.eu/module-3/repurposing-oer/</a>
<b>OER</b>	OER
<b>License</b>	Attribution-ShareAlike 4.0 International
<b>License Code</b>	CC-BY-SA 4.0
<b>Name</b>	What will I do? Repurposing OER
<b>About</b>	This resource is a template to guide participants (teachers) for repurposing an OER.
<b>Keywords</b>	Open Educational Resources, Open Education, Adult Learning; Quality Assurance; OER analysis; teaching practices; OER remix; OER repurpose
<b>Publisher</b>	OERup! Consortium

<b>Author</b>	Marc Romero, Maria Pérez-Mateo & Marcelo Maina,
<b>Date Created</b>	20/10/2015
<b>Time Required</b>	02:00:00
<b>Educational Role</b>	Teacher
<b>Educational Use</b>	Activity
<b>Interactivity Type</b>	Active
<b>Resource Format</b>	Text
<b>Data Type</b>	HTML
<b>Education Type</b>	Adult Learning; Higher Education
<b>Language</b>	English; German; Italian, Spanish; Romanian
<b>Country Code</b>	Spain
<b>Script Code</b>	Latin
<b>Access Mode</b>	Visual; Textual

<b>Data Category</b>	Module 3 – Monitoring and assessment
<b>URL</b>	<a href="http://www.oerup.eu/module-3/conclusion/">http://www.oerup.eu/module-3/conclusion/</a>
<b>OER</b>	OER
<b>License</b>	Attribution-ShareAlike 4.0 International

<b>License Code</b>	CC-BY-SA 4.0
<b>Name</b>	Monitoring and assessment
<b>About</b>	This resource provides a rubric to orient the quality of the products developed in the Module 3.
<b>Keywords</b>	Open Educational Resources, Open Education, Adult Learning; Quality Assurance; OER analysis; teaching practices; Assessment; Rubrics
<b>Publisher</b>	OERup! Consortium
<b>Author</b>	Marc Romero, Maria Pérez-Mateo & Marcelo Maina,
<b>Date Created</b>	20/10/2015
<b>Time Required</b>	00:30:00
<b>Educational Role</b>	Teacher
<b>Educational Use</b>	Lesson plan; Reading
<b>Interactivity Type</b>	Active
<b>Resource Format</b>	Text
<b>Data Type</b>	HTML
<b>Education Type</b>	Adult Learning; Higher Education
<b>Language</b>	English; German; Italian, Spanish; Romanian
<b>Country Code</b>	Spain
<b>Script Code</b>	Latin
<b>Access Mode</b>	Visual; Textual



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