

Finding, sorting and assessing OER/content

Learning Objectives

The purpose of this learning topic is to

- ◆ differentiate between various types of content for learning
- ◆ introduce the concept of Open Educational Resources
- ◆ provide some helpful hints and tricks for finding, sorting and assessing learning content, in particular OER



Learning Objectives

After studying the content of this learning offer, you will be able to

- ◆ identify useful resources for digital learning content for your own teaching and learning purposes
- ◆ confidently source and (re-)use Open Educational Resources and other (freely available) digital learning content
- ◆ build your own system for finding, sorting and assessing digital learning content

“Content”

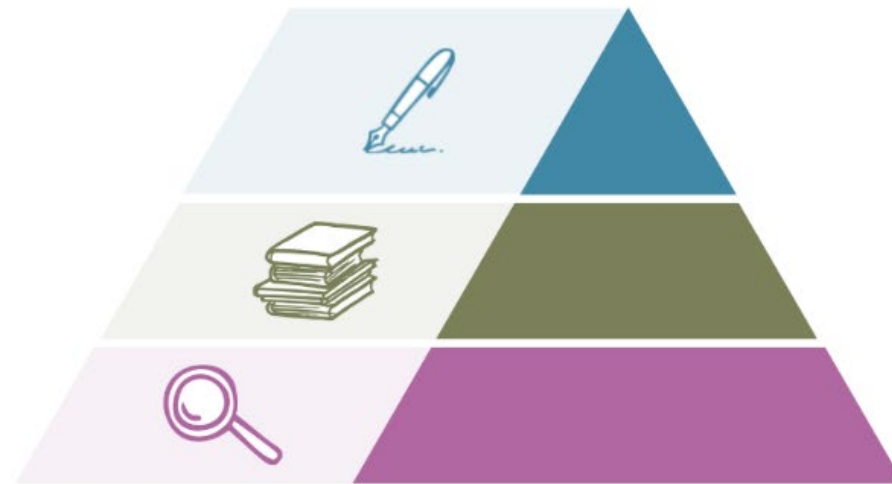
Types of learning content

There are now myriads of sources for finding digital learning content. In order to better understand what we are searching for, let's start with categorising digital learning content into three very general "types" (according to curation technology experts Marc Zao-Sanders and Donald Taylor):

- (1) Proprietary content: The content that is originally created by you/your company/your school. Nobody else has it and it may be the most relevant, most specific material for your training efforts. But it may also take a lot of effort to keep it up to date (by you/your company/your school).
- (2) Generic library content: Generally speaking, this content is available through licenses that have to be paid for. Examples include LinkedIn Learning, getAbstract...
- (3) Web content: (Usually) freely available internet content, but of course in different forms of quality. The key here is to build this kind of content into your learning offers in a helpful way (curation!) rather than simply sharing a list of unfiltered resources.

Sources: [Zao-Sanders M.: Right Content](#) / [Taylor D.: 6 types of learning content](#)

Types of content for learning



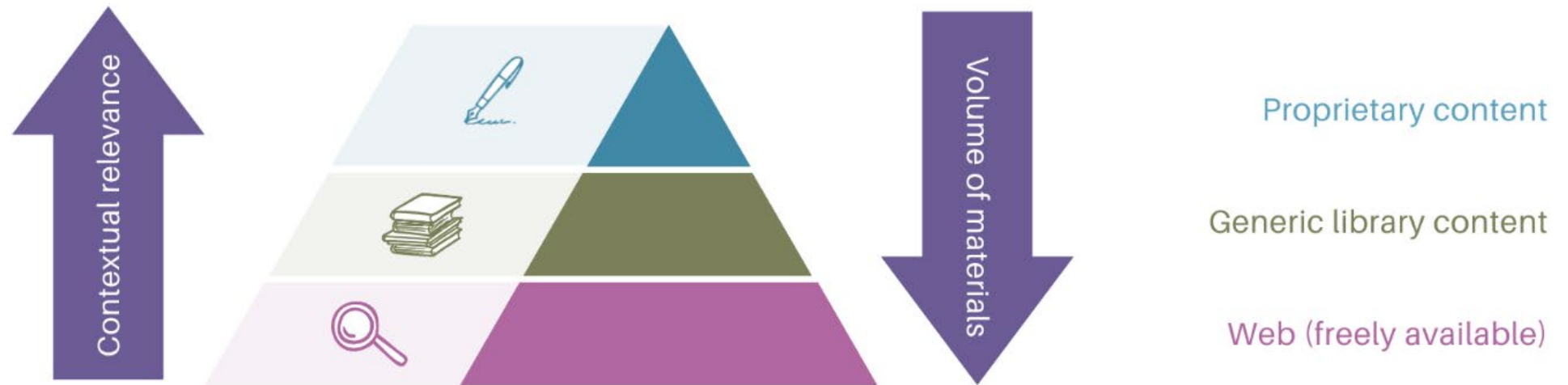
Proprietary content

Generic library content

Web (freely available)

Sources: [Zao-Sanders M.: Right Content](#) / [Taylor D.: 6 types of learning content](#)

Types of content for learning



Sources: [Zao-Sanders M.: Right Content](#) / [Taylor D.: 6 types of learning content](#)

Types of content for learning



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What does OER mean?

What does OER mean?



OER ([UNESCO definition](#))

Open Educational Resources (OER) are learning, teaching and research materials in any format and medium that reside in the public domain or that have been introduced with an open license.

!!! The main difference between OER and other types of (freely available) learning content is the open license which allows educators to **re-use, adapt and re-share the content**.

It was a milestone in history when the UNESCO Recommendation on Open Educational Resources (OER) was unanimously adopted by the UNESCO General Conference in November 2019.

OER Global Logo by [Jonathas Mello](#) licensed under [CC BY 3.0](#)



OER can be

full courses,

learning objects,

tests,

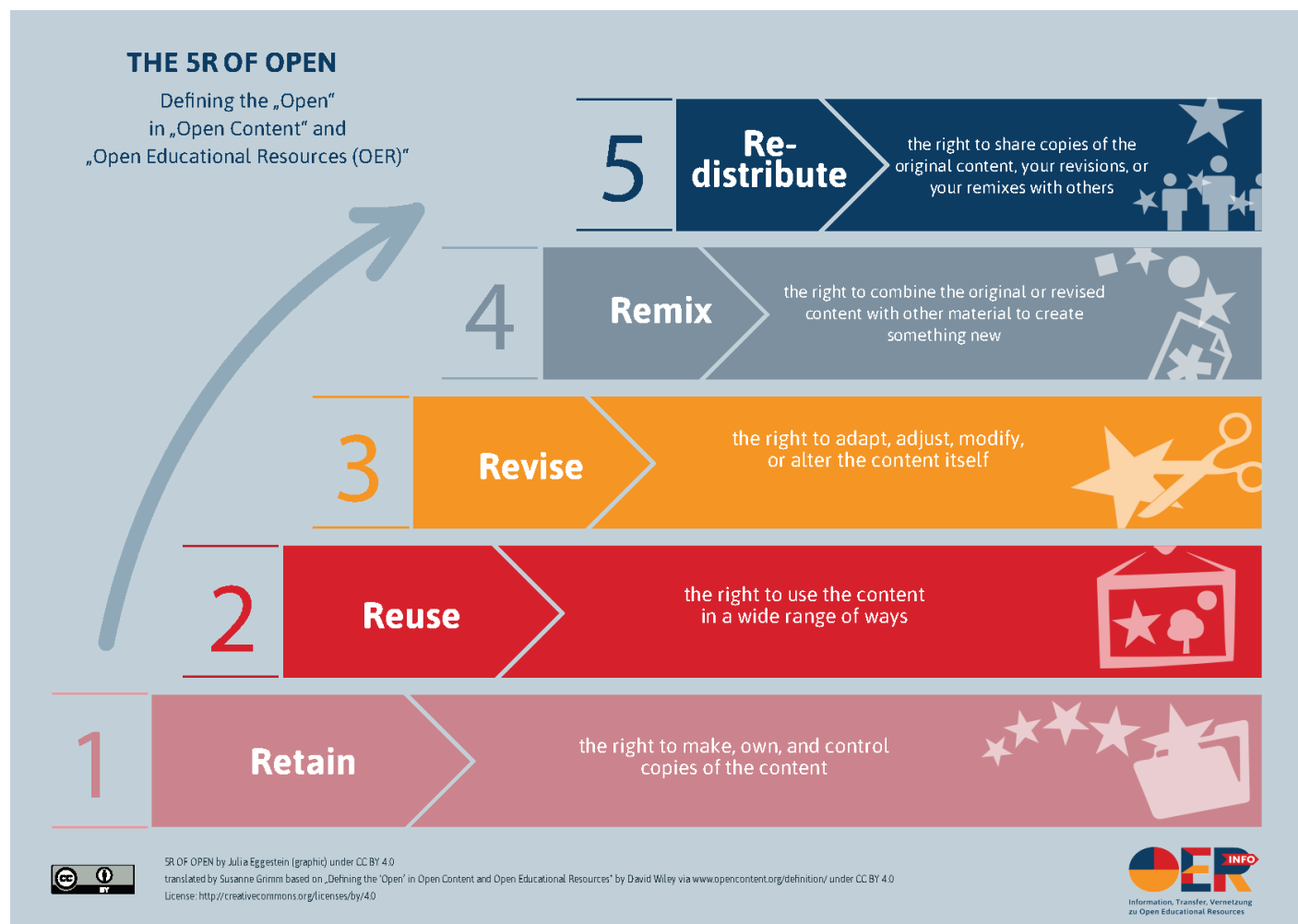
or any other tools, materials, or techniques

for use in teaching, learning and research.

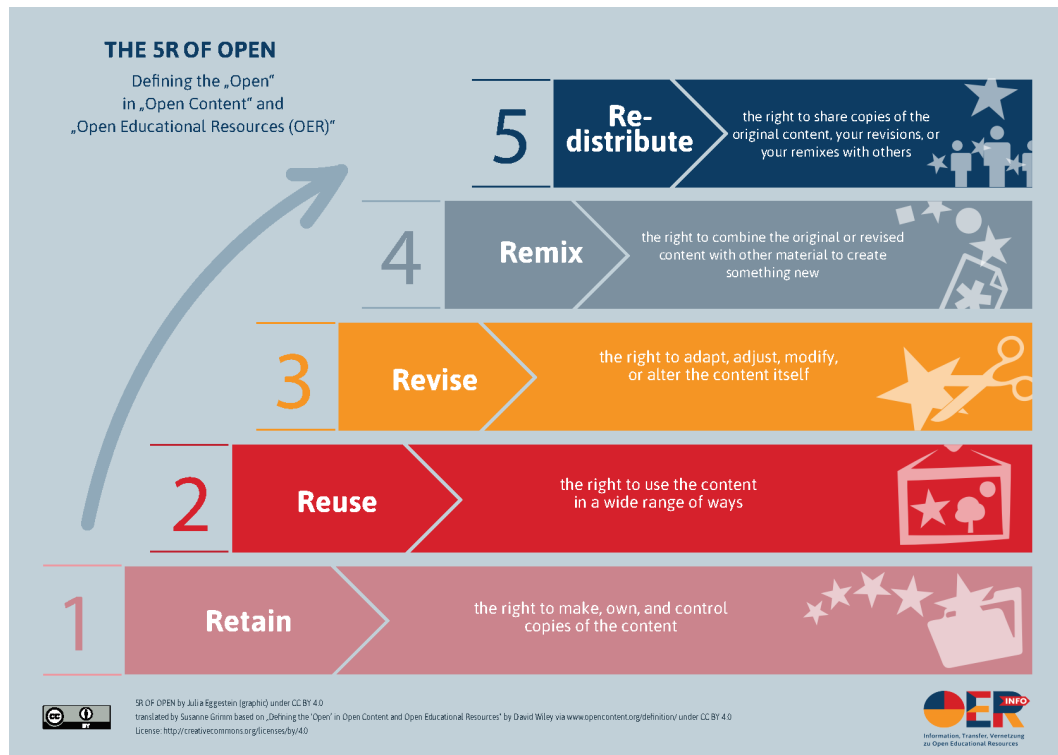


OER Can Be and the associated images are a derivative of the [BCOERPoster](#) by [BCcampus](#) and the [OER Toolkit](#) by [The Learning Portal of College Libraries Ontario](#) licensed under [CC BY 4.0](#)

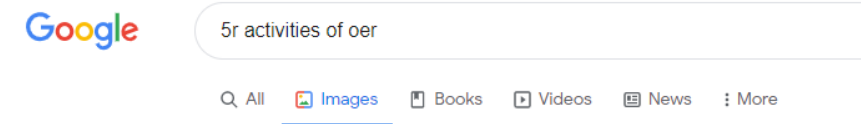
Defining the “Open” in OERs



About this OER (image)

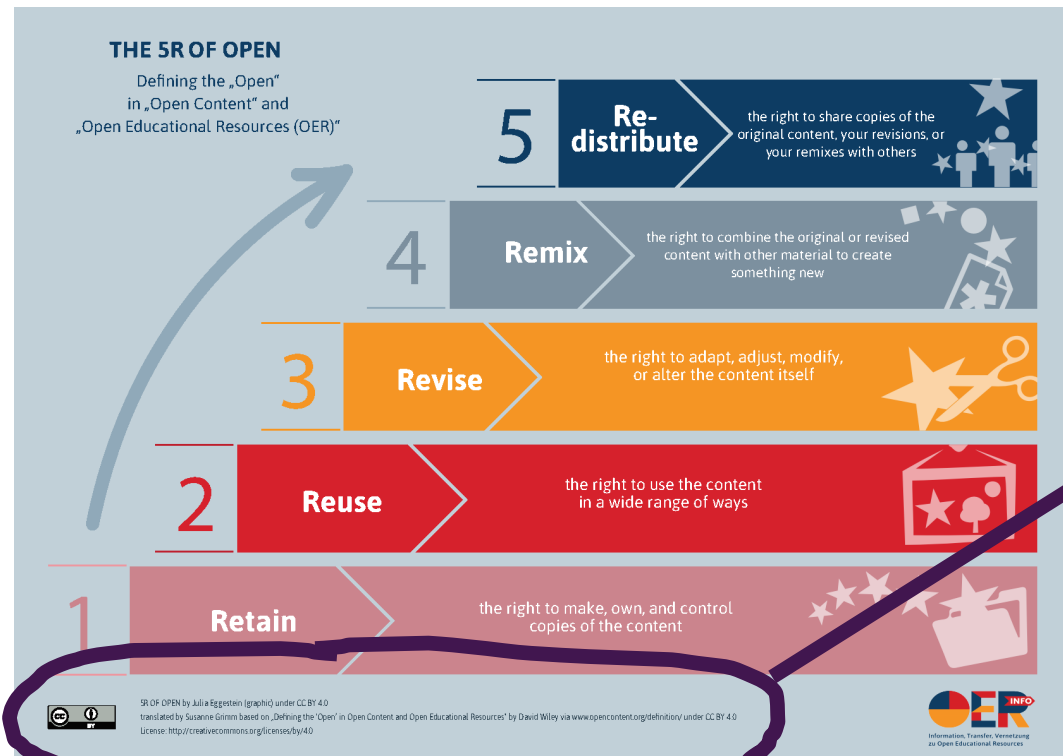


- ◆ The “5Rs”, originally [explained by David Wiley](#), are widely used to explain the concept of openness in OER.
- ◆ For the purpose of this course, we searched for an image graphically depicting “the 5R activities of OER” using Google’s image search function.



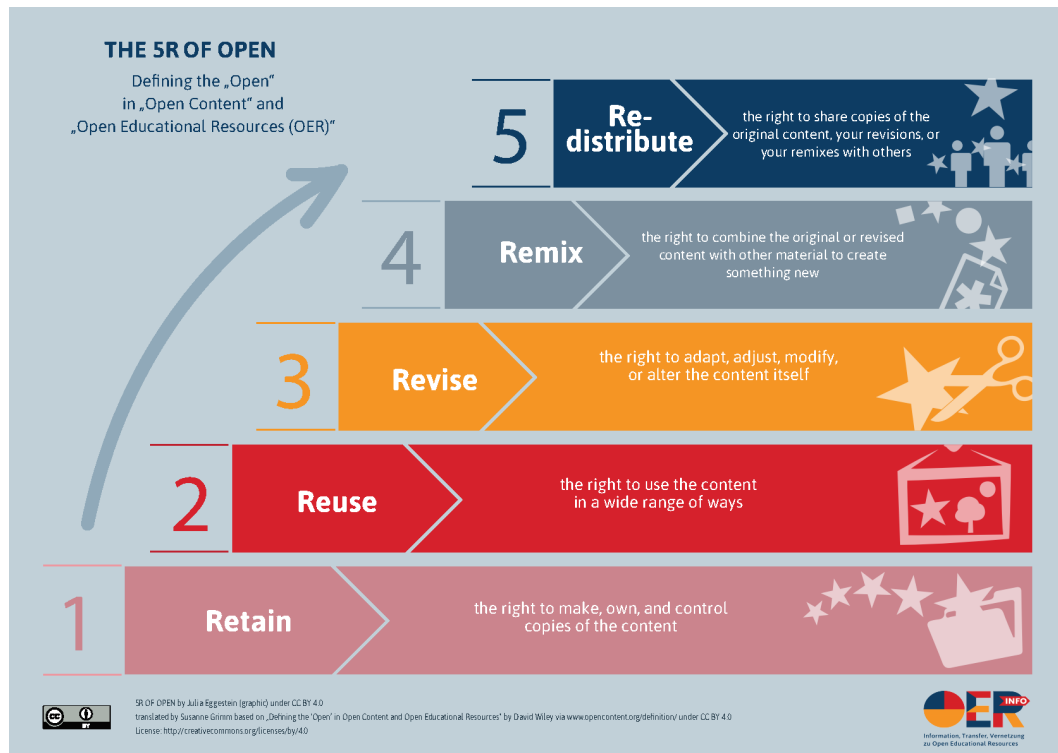
- ◆ This search brought us to the German [OERinfo](#) website, which provides German, English and Spanish versions of the image available in different formats.

About this OER (picture)



- ◆ The image has an open license, which allows us to easily share it here.
- ◆ Of course we made sure to also display the attribution including
 - *title*
 - *author*
 - *source*
 - *and license*
- ◆ The attribution was already contained in the image file, which made it even easier to share it in this presentation.

About this OER (picture)

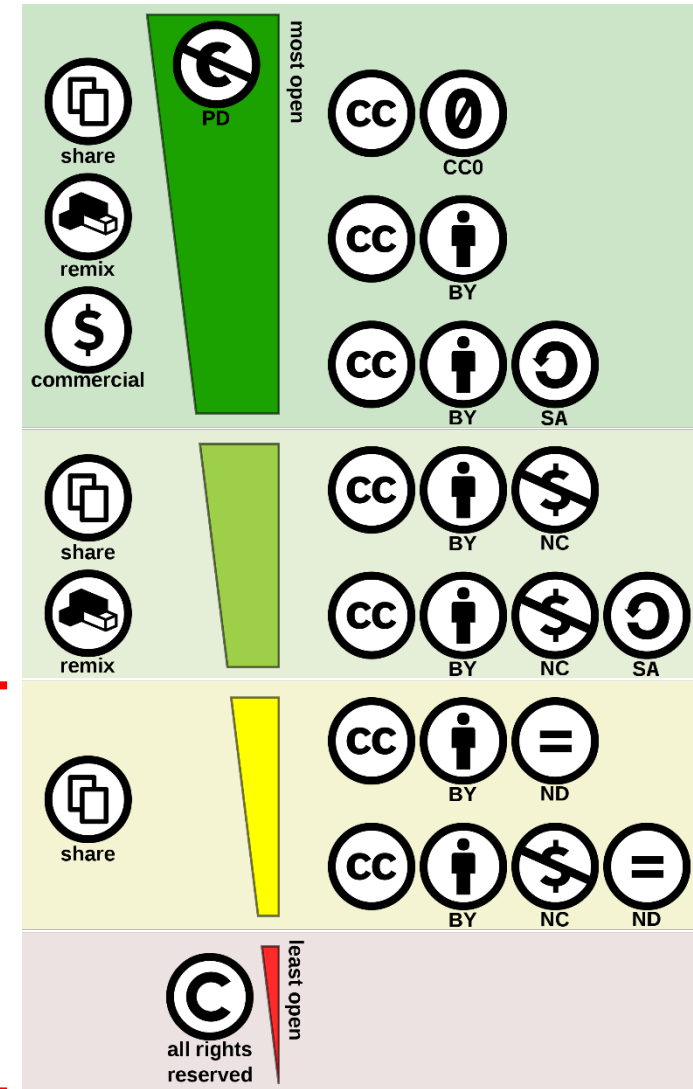


- ◆ The authors have made it extra easy for us to remix (e.g. translate) this OER later on by providing the picture in formats that allow for image editing and even a link to the font used in the image (which is also an “open font”).
- ◆ Thus, this image is a perfect example for an OER image. But perfection is not always easy to find...

What is not OER?

- (1) Resources that cannot be adapted
- (2) Web-based resources that are fully copyrighted

not open



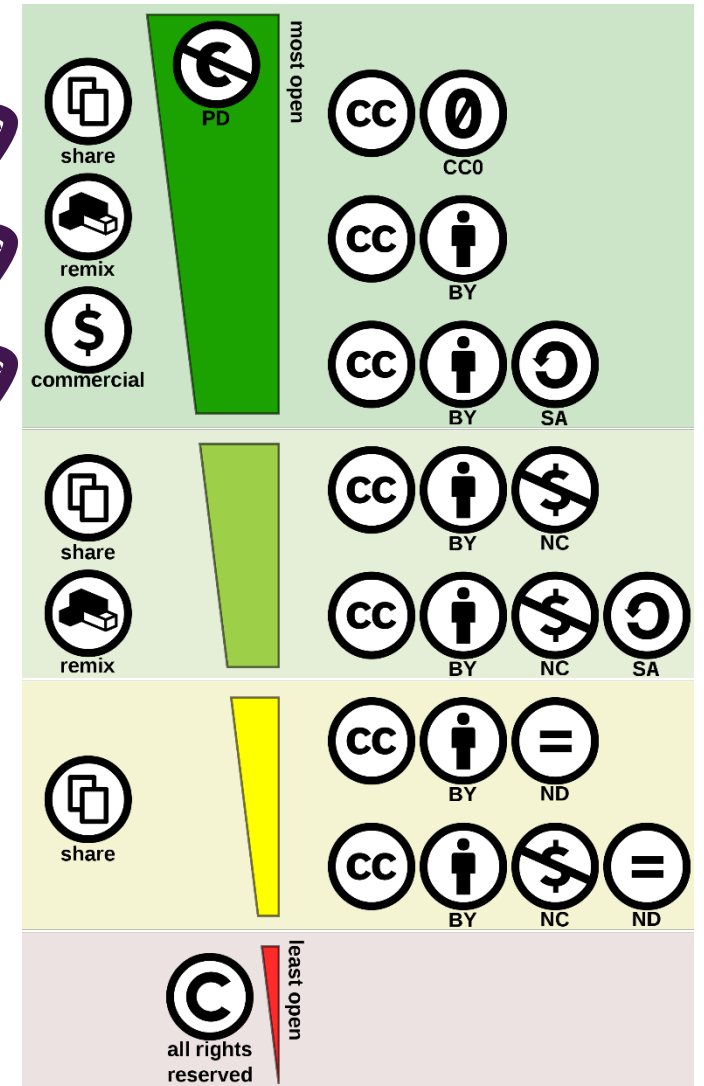
[OER License spectrum](#) by Shaddim; original CC license symbols by Creative Commons, [CC BY 4.0](#), via [Wikimedia Commons](#)

Most open licenses

- (1) CC 0: content in the public domain, no conditions for distribution, remixing, adapting...
- (2) CC BY: distribute, remix, adapt... but make sure to give attribution to the original creator and mention license
- (3) CC BY SA: distribute, remix, adapt... but make sure to give attribution to the original creator and re-publish the modified material under the same license

More: creativecommons.org/about/ccllicenses

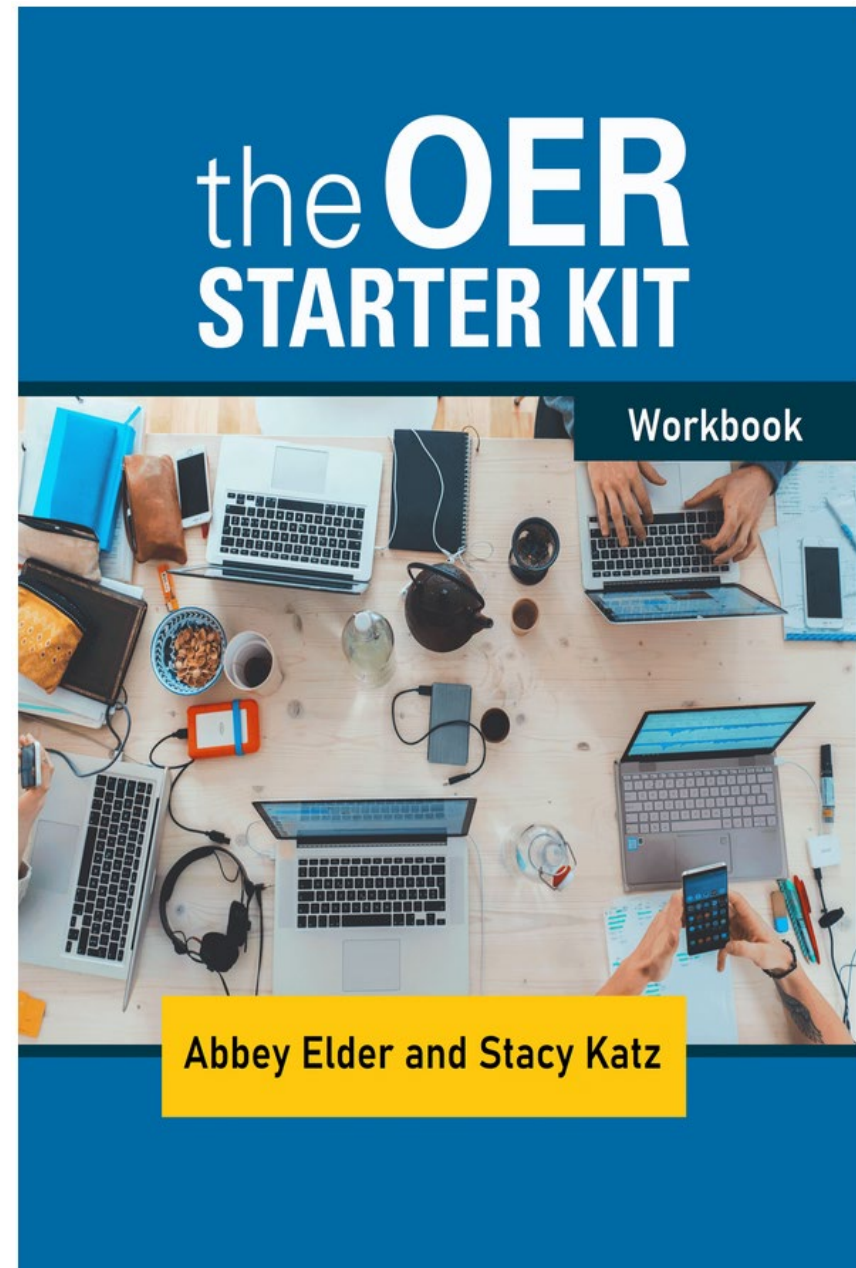
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The OER Starter Kit Workbook

This OER Starter Kit with worksheets helps educators confidently find, use, or create OER.

<https://cuny.manifoldapp.org/projects/the-oer-starter-kit-workbook>



Deep dives into OER

International and national resource centers provide support for various kinds of target groups regarding OER.

There are also numerous learning courses available on the topic.



[OERinfo](#) (DE)



[OERcamp global](#)
(conference 2021)



[Open Education Global](#)
(hosts of OEGlobal conference, OE Awards and OEWeek)

DE

Self-study

OER nutzen und erstellen

University of Graz

★★★★★

€ Free of charge

Startdate: 03.03.2022

350

Enddate: -

[MOOC on OER](#) (German)
offered by University of Graz

Free course

Creating open educational resources

Free statement of participation on completion

Are you interested in creating your own open educational resources? This free course, Creating open educational resources, will help you to write a learning course and provide you with links to various resources for open-learning materials. You will learn about the different purposes of self-instruction and receive advice about the techniques and strategies to help the learner.

Course learning outcomes

After studying this course, you should be able to:

- state personal motivation for producing and using OERs
- evaluate some examples of educational resources for active open learning
- plan a structured learning experience using a range of resources
- produce, release and use OER
- understand how to evaluate teaching resources.

Enter course

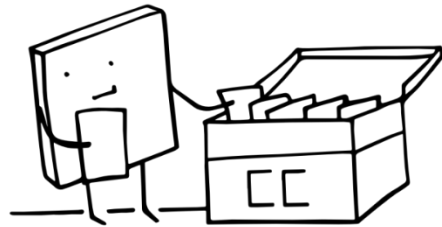
First Published: 10/08/2012
Updated: 04/05/2019

[OpenLearn course on OER](#)
(English) offered by the Open University

Using OER/free content



Main benefit of using OER



You can

select,

store,

remix,

adapt,

update,

redesign,

share

OER to provide educational resources for your learners without worrying (too much) about copyrights and cost.



but...



... just because something is **not OER**, does not mean you cannot use it!

Always check licenses and make sure to use credit where credit is due!

“Share. Don't Steal. Take the time to give attribution, links back, and credit. [...] If you pick up someone's work [...] or mention a fact without crediting the source, you're not building shared credibility. You're just abusing someone else's effort.” ([Steve Rosenbaum, 2012](#))

General observations

- ◆ OER have been around for a long time.
- ◆ OER are globally available, and with the shift to remotely delivered education and training during the Covid-19 pandemic, the adoption of more online resources has also led to a new upswing for the *OER movement*.
- ◆ The popularity of OER has particularly increased in higher education (many universities have adopted institution-wide OER policies).
- ◆ However, OER are not a mass phenomenon, and in particular in the area of CVET and VET it is hard to get by resources that can easily be re-used as OER.

A call for pragmatism

- ◆ *“We are entering a phase of normalisation of open education and the use of OER in higher education. OER is moving from a phase in which it was representing a philosophy and activist movement to a phase in which OER infrastructures are more and more available to students and to teachers as a normal phenomenon in education processes.”*
- ◆ *“[...] this process of normalization increasingly includes people who use OER as a means to an end, not out of a distinct ‘OER motivation’.”*
- ◆ *“We are entering a future where OER become a regular part of the education landscape, being used alongside and in combination with non-OER.”*

Source: [Open Education and Training. Where does Europe go from here?](#) from the encore+ project, report licensed under [CC BY SA 4.0](#), p. 26f



A call for pragmatism

- ◆ *“While the use of OER becomes more and more established in settings of higher education, there still lies much potential in raising awareness and use of OER in the business sector for the purpose of lifelong learning and Education and Training (E & T).”*
- ◆ *“While for a long time the focus has been on the resources themselves, we can increasingly observe a shift from resources to practices. More and more, open learning cultures and open educational practices are at the centre of discussions and developments.”*

Source: [Open Education and Training. Where does Europe go from here?](#) from the encore+ project, report licensed under [CC BY SA 4.0](#), p. 29ff

Using OERs in self-directed learning

Two different uses for OER in self-directed learning:

- ◆ OER can be provided by the educator/trainer or searched for by the learners themselves.
- ◆ The concept of OER can be used at the end of the learning process, when learners share products resulting from their learning process as OER (e.g. lessons learned, summaries).

Start small! For example, start with adding CC 0 images into your own material, use presentations from other educators or MOOCs for inspiration, later on use OER for self-study of your learners and finally start sharing your own material as OER.



Finding OER (and other free content)



“Ultimately, anything is out there”

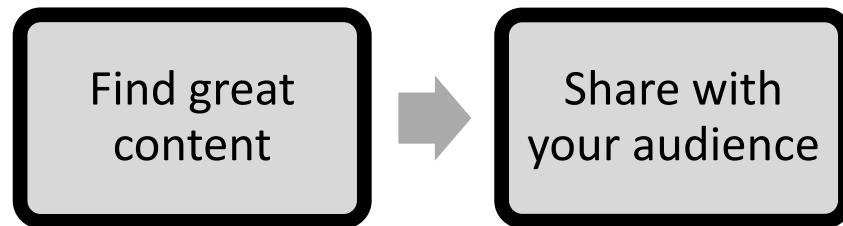
Quotes and learnings from Mike Shaw in [The Learning & Development Podcast, episode „Curation in L&D“](#)

- ◆ Before looking for content be crystal clear about what you are trying to achieve.
- ◆ Being clear on the problem you are trying to solve makes it far easier to recognise relevant content when you find it.
- ◆ Ask yourself what experience you want people to have and what that engagement piece will be (create a learning journey or story, clarifying the engagement of your learners with this piece of curated content , e.g. reflect on it, apply it somewhere...).



Two approaches towards finding content

„Simple“



„A bit less simple“

Where do you look for content?

How do you find the best content?

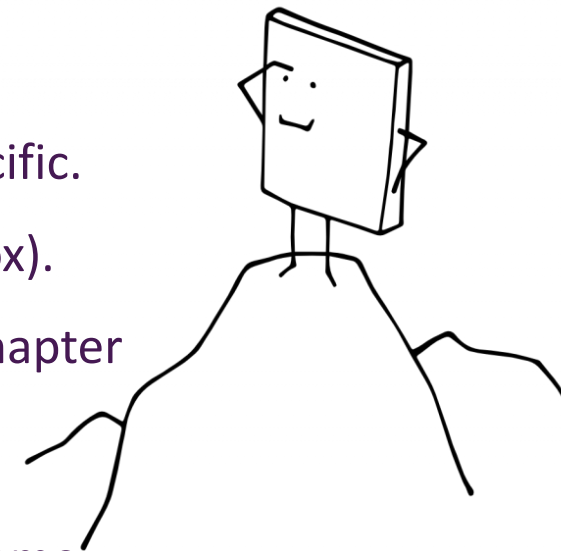
How do you find the time to do it well?

What do you do with it once you find it?

Source: [Mike Taylor: Curation Fundamentals - How & why to get started with curation](#), slides 30ff

The search process

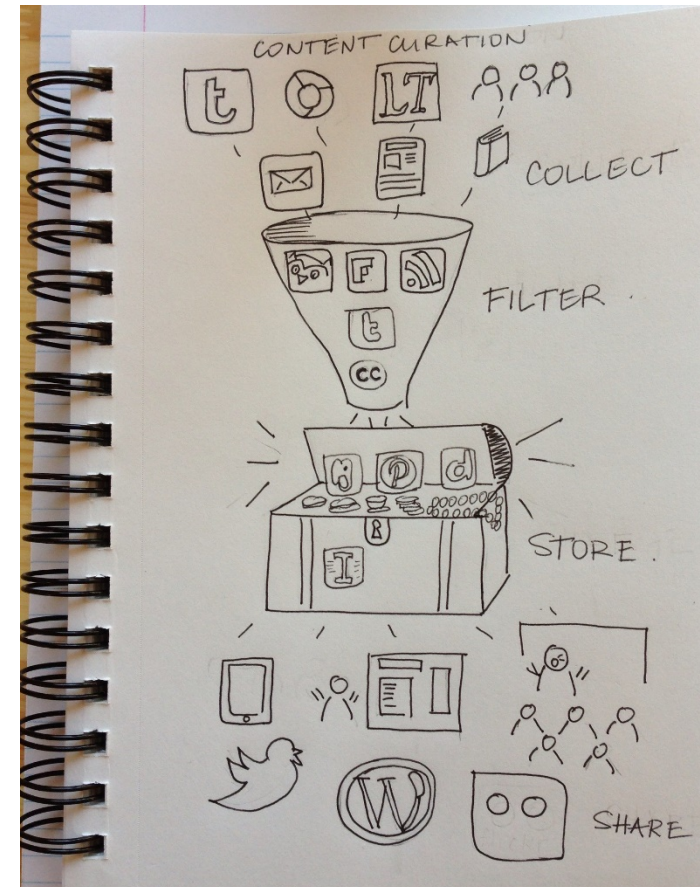
1. Identify **search keyword(s)** that suit the course/topic/learning needs.
2. Start broad (OER search engines, Google, Youtube...), then get more specific.
3. Compile a list of your found resources (or use tools from the Cur8 Toolbox).
4. Narrow down your resources and **evaluate** your found items (see next chapter “Sorting and assessing”), curate the content you find and make it easy to access for your learners (see Cur8 learning topic “Curation”).
5. Get feedback from your learners, reflect and repeat, create routine, become better and better.



The search process is a derivative of the [OER Treasure Hunt Worksheet by Abbey Elder](#) and [How to Find and Evaluate OER](#) by Abbey Elder, both licensed under a [CC Attribution 4.0 International License](#).

Finding OER, free content

- ◆ Search engines
- ◆ OER repositories and OER collections
- ◆ Open textbooks, courses, other sources
- ◆ Never underestimate the power of coincidence, personal networks and social media!



"Content Curation" by [*s@lly*](#) is licensed under [CC BY 2.0](#).

Finding content with search engines

- ◆ some search engines offer special settings or filter options to find CC-licensed content (e.g. image search in Google, Flickr search, Youtube search, Vimeo search)
- ◆ you can search for documents that can be modified/re-used/re-shared (e.g. [Google advanced search](#))
- ◆ learn [how to use search operators](#)

"how to curate learning content"



ai for educators site:mit.edu



CC and OER search engines

Dedicated OER search engines search across repositories, thematic websites, collections, ...

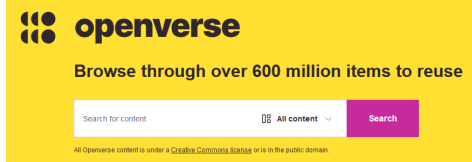
[MOM](#) (searches 22 OER sources)

Mason OER Metafinder (MOM)

[OASIS](#) (144 sources)



[Openverse](#) (CC images, audio)



[Europeana](#) (cultural heritage items)



Finding OER in repositories

Repositories are curated and/or quality-checked collections of OER



[Merlot](#)



[OERCommons](#)

Look out for national, regional sources!



[OERSI](#) (DE and other languages, university-oriented)



[Wir lernen online](#) (DE, primary and secondary education, little VET and CVET)



[Edusources](#) (NL, also English resources, mainly for higher education)



[Norwegian Digital Learning Arena](#) (NO, several English resources, focus is on upper secondary education)



[Twillo](#) (DE, also English resources, focus is on support for OER, e-learning)



Open textbooks and courses/MOOCs

Check licenses before re-use!

Some MOOCs are also a great starting-point for educators' own learning!



OER produced for VET, CVET, adult education and in dedicated projects

Media Portal for STEM teaching

provided by Siemens Foundation,
German and English content



huge database (US-based, but includes European material) for OER in VET and CVET



OER for nursing (US)
with CC-BY 4.0 license



CC licensed Youtube-
videos created by and
for automotive
mechatronics
apprentices (DE)



fully copyrighted material,
but many subject areas can
be viewed for free (UK)



Adult education umbrella organisations in Germany and Austria
support OER and provide their own material with CC licenses



EPALE Online Course Catalogue



EPALE, the European multilingual online community for adult learning professionals funded by Erasmus+ offers [online courses for adult education professionals](#) and produces [OERs](#) for its members in almost all participating languages. Furthermore, many Erasmus+ projects already publish their learning materials with a CC license!



OER and free content within tools

Several edtech tools - see also the tools presented in the Cur8 Toolbox! - offer templates and re-using other users' material (not always with a CC license).

For example:

- ◆ H5P Content Hub (focus on CC-licensed material)
- ◆ Miro ([templates for education](#), [boards from the community](#) - see Online Community Terms of Use)
- ◆ Quiz apps and editors for learning materials/collections such as Kahoot, LearningSnacks, Wakelet, ...



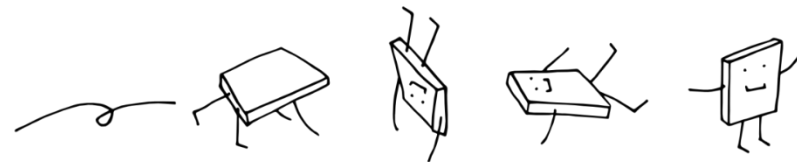
The power of networks & social media

- ◆ Ask your colleagues to share material as OER, too.
- ◆ Find good content by following people, companies or relevant #-tags (not just OER) on Twitter or LinkedIn.
- ◆ Identify leaders (and content curators!) in your field to follow.
- ◆ Newsletters!
- ◆ Trust the power of coincidence – and algorithms – to find resources for your learning curation challenges.



Think outside the (OER) box!

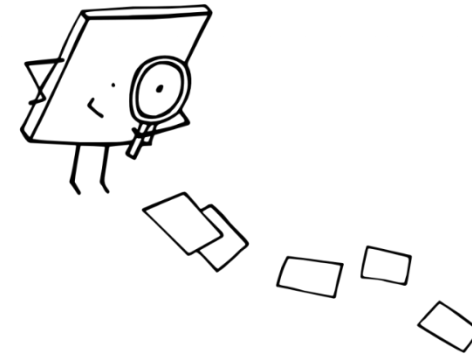
- ◆ You and your learners are the priority!
- ◆ Remember, *pragmatism* is key!



Sorting and assessing

Considerations for selecting learning content

What factors do you consider when searching for content for your learning offers (e.g. courses)?



Considerations for selecting OER

- ◆ Clarity, comprehensibility, and readability
- ◆ Content and technical accuracy
- ◆ Adaptability and modularity
- ◆ Appropriateness and fit
- ◆ Accessibility

See and download the full [Evaluating OER Checklist](#) as a Google doc (provided through the [OER Starter Kit](#) by Abbey K. Elder)



Considerations for selecting learning content (a different viewpoint)

- ◆ Mixed modalities: Offer a variety of formats (articles, videos, podcasts, infographics, ...).
- ◆ Up-to-date: Recent content can be important in rapidly-changing fields, but classics can play a role, too, e.g. in writing!
- ◆ Providers: Include a mix of views and authors.
- ◆ Length: Short-form content can be great for getting a learner's attention, but can be supplemented with longer content to build proficiency.

Source: [Zao-Sanders M., Peake G.: Creating Learning Pathways to Close Your Organization's Skills Gap](#)





Recommended tools from the Cur8 toolbox

- ◆ Feedly (or a similar RSS reader)
- ◆ Diigo (or a similar social bookmarking tool)
- ◆ Instapaper (or a similar read-it-later app)

References

encore+ project : Open Education and Training. Where does Europe go from here?. URL: <https://encoreproject.eu/wp-content/uploads/2021/11/ENCORE-Stakeholder-Report.pdf> (retrieved on 3 may 2022)

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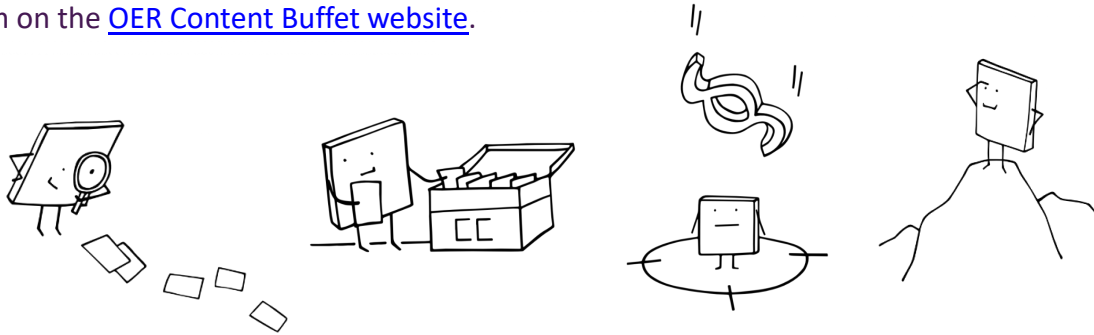
Taylor, Donald (2017): 6 types of learning content. LinkedIn post. URL: <https://www.linkedin.com/pulse/6-types-learning-content-donald-h-taylor/> (retrieved on 21 apr 2022)

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Zao-Sanders Marc, Peake Georgina (2022): Creating Learning Pathways to Close Your Organization's Skills Gap. Article in Harvard Business Review. URL: <https://hbr.org/2022/02/create-learning-pathways-to-close-your-organizations-skills-gap> (retrieved on 21 apr 2022)

References

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These images are also licensed under [CC 0](#). If you want to explore similar pictures of this collection for your own OER-related training purposes, you can find and adapt them on the [CocoMaterial website](#).



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Critical Curation and Collaboration in Learning (Cur8)
and is funded with support from the European Commission.



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