



OPEN UNIVERSITY OF TANZANIA (OUT)

Digital Fluency Course

Module 2: Working with OER

This is the second in a suite of 5 openly licenced Digital Fluency modules developed at OUT in collaboration with OER Africa to address the needs of academic staff in the 21st century.

Preamble: What do we mean by Digital Fluency? Who should develop this skill, and why?

Our *motivation* for developing this course is to enhance the capacity of academic staff in Higher Education Institutions in sub-Saharan Africa to increase confidence and competence in selecting and using appropriate digital technologies in an informed and manner within their work environment.

The *aim of the course* is to progress beyond the conventional notion of digital or computer literacy – we would like to support you to become ‘fluent’ in the digital workplace. The notion of fluency is often associated with language or numeracy skills development – we now also recognize its importance in preparing to engage in a digital world. The move from literacy to fluency encompasses effective and ethical online communication, good quality resource creation and curation, knowledge co-construction, and an understanding of using these abilities to ‘open up’ education – with all these elements becoming increasingly standard and effortless over time.

The *overall objective* is to develop an ability to comfortably and ethically use digital technologies incorporating a variety of media types, both on- and off-line, to support your teaching and learning, research, and academic administrative duties. We believe that our 5 modules (Digital Fundamentals, Working with OERs, Learning Design and Development for Online Provision, Academic Integrity in a Digital Age, Storage and Access of Digital Resources) shared openly, will support you in your journey towards this goal.

At the start of this Digital Fluency course you may like to reflect on your motivation for engaging with one or more of these 5 modules and ask questions such as:

- What do I hope to achieve personally by engaging with this course and its modules?
- To what extent are digital technologies and OER currently being used at my institution?
- Does my institution have Policies and Strategies in place for Quality Assurance (QA), ICT, eLearning, Intellectual Property (IP) and Open Educational Resources (OER)?

You should revisit these questions as you work through the modules, and perhaps even volunteer to serve as a champion in effecting positive transformation towards embedding and/or informing related Policies, Strategies, and Practices at your institution and beyond.

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Course Code: ODF 001

Course Name: Academic Digital Fluency

Module Number: 2

Module Name: Working with Open Educational Resources (OER)

Module Description

Nowadays there are a large amount of educational materials available online for teaching and learning and research purposes. Open Educational Resources (OER) provide a means to produce and share knowledge by taking advantage of the digital environment supported by the internet. Through using OER guided by open licences, users can freely retain, reuse, revise, remix, and redistribute content over the internet, thereby enhancing teaching and learning experiences. This module is aimed at providing the learner with basic guidance on OER, including underlying concepts, and encouraging practical use of OER.

The first topic covers the basic definition of OER, their forms and repositories. Topic two introduces the learner to OER licensing, particularly Creative Commons licences (CC). The third topic covers ways that OER can be adapted and produced. Topic four highlights the importance of an institutional OER policy and its associated formulation considerations.

Module Learning Objectives



Upon completing this module, learners are expected to have developed skills and knowledge related to:

- the OER concept and its importance in education;
- different OER repositories and OER search techniques;
- OER copyright and licensing; and
- practicalities of using OER.



Module Topics, Teaching and Learning (T&L) Media, and Schedule

Topic #	Topic Name	T&L Media	Expected Schedule
0	Start-up week: participants verify access to the virtual learning environment (VLE).	VLE; video; discussion forum; file download.	At least 1 hour: access the VLE, introductions, and orientation.
1	Open Educational Resources (OER) Concepts	VLE; video; discussion forum; blog; external websites.	At least 6 hours' engagement over a 1 week period.
2	Creative Commons Licensing (CC)	VLE; video; discussion forum; blog; quiz; internet search engine.	At least 6 hours' engagement over 1 week period.
	Consolidation Break (enables reflection and catch up)		1 week
3	Mixing, Adapting, and Reusing OER	VLE; video; discussion forum; assignment upload; blog; word processor.	At least 6 hours' engagement over a 1 week period.
4	OER Production	VLE; video; assignment upload; drawing tool; blog.	At least 6 hours' engagement over a 1 week period.
	Wrap up week: participants complete outstanding activities; goodbyes. Digital certificates and open digital badges are awarded.	VLE, discussion forum.	Ensure that all required activities are completed for certification.

Assessment Plan

Depending on an institution's purpose in offering this module, Module 2 could be assessed using formative and summative forms, as indicated below.

Formative Assessment	Summative Assessment
Level of learner interaction	Portfolio (formative 60%)
Self-assessment	Final assignment (40%)
Quizzes	
Activities, as specified	

Module Evaluation

A module evaluation should be conducted during and after each instance of running the module to effect improvement.





Certification / Accreditation

Completion of 80% of module activities contributes to an award / certificate and/or digital badge.

If this course is offered formally by the [Open University of Tanzania](#) (OUT), completion will result in module credit towards the Digital Fluency course.

Acknowledgements

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With support from:

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Brenda Mallinson, [OER Africa](#) / [Saide](#).

Licensing



Except where otherwise noted, content in this module is licensed under a [Creative Commons Attribution 4.0 International licence](#).

Every effort has been made to adhere to the licences of OER incorporated in the module. Should there be any queries around individual licensing of module components, please contact the Director of Quality Assurance at OUT: dqac@out.ac.tz

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List of Abbreviations

AVU	African Virtual University
CC	Creative Commons
CD ROM	Compact Disk – Read Only Memory
JISC	Joint Information Systems Committee
MIT	Massachusetts Institute of Technology
MOOC	Massive Open Online Course
OCW	Open CourseWare
OER	Open Educational Resources
OUT	Open University of Tanzania
Saide	South African Institute for Distance Education
STHEP	Science and Technology Higher Education Project
TESSA	Teacher Education in Sub-Saharan Africa
UCT	University of Cape Town
UNESCO	United Nations Educational, Scientific and Cultural Organization
UoL	University of Leicester
UoM	University of Michigan
URL	Uniform Resource Locator



Topic 1: Open Educational Resources (OER) Concepts

Introduction

There is a substantial amount of educational material one can use to conduct studies and research, as well as for knowledge creation and application. Some of these materials are available for a price, and some are restricted by copyright, while others are free to use with fewer restrictions. In the current era, many online learning materials are increasingly available for free use. However, these freely available online materials are known as Open Educational Resources (OER) only if there is an explicit open licence included on the resource, whereby the creator or copyright holder is granting the user certain levels of permissions of use. In this topic, we will explore OER, including the concept, types, and use.

Topic 1 Learning Objectives



At the end of this topic, the learner should be able to:

- define OER and its various forms;
- understand the importance of OER in our educational context;
- search and locate OER using well-known repositories;
- evaluate OER.

1.1 Definition and Historical Development of OER

1.1.1 The Concept of OER

OER stands for Open Educational Resources. These are teaching, learning, and research resources (educational materials) released under an open licence that permits their free use and repurposing by others, with no or limited restrictions. OER can be full courses, course materials, lesson plans, open textbooks, learning objects, videos, games, assignments, projects, tests, animation, software, or any other tool, material, or technique that supports access to knowledge. The nature of these open materials means that anyone can legally and freely copy, use, adapt, and re-share them, according to the open-licence terms the copyright holder has selected.

The concept of OER has expanded to include resources and development of tools to facilitate the production of e-content, for example, [eduCommons](#) and [OpenStax CNX](#) (formerly Connexions). These tools have been used to develop, use, and distribute content under the guidance of implementation resources, such as [Creative Commons](#) licences (Atkins et al, 2007; OECD, 2007).

The concept of OER also involves considerations of philosophy of education as a common good. Commonness in this case emphasises massification and democratisation of education. The guiding principles of OER are non-commercial and non-monopolistic, in line with open licences, such as Creative Commons licences (Mushi and Muganda, 2013).





OERs can be accessed at no cost or with payment of minimal production cost. Such educational information is disseminated through online sites, as well as through the common media, including print, CD-ROMs, artefacts, and performing arts. Many OER are developed through collaborative efforts by networks of experts. Users can adopt, adapt, mix, remix, and redistribute according to the agreement expressed under Creative Commons licences. They can also share in the creation and recreation of e-courseware, contents, courses, or programmes through avenues of sharing experiences and expertise governed by the respective Creative Commons licence (Mushi and Muganda, 2013).

1.1.2 Origins and Development of OER

OER are both a concept and a movement. The OER movement is increasingly growing in terms of support and forms, ranging from courseware development, content, and programmes to the OER University, consortia, and MOOCs. The OER movement originated with the MIT OpenCourseWare project initiated at the Massachusetts Institute of Technology (MIT) in the 1990s. At the 2002 UNESCO Forum on the Impact of Open Course Ware for Higher Education Institutions in Developing Countries the concept/term Open Education Resources (OER) was coined. The forum acknowledged the potential of the initiative, and defined OER as: “The open provision of educational resources, enabled by information and communication technologies, for consultation, use and adaptation by a community of users for non-commercial purposes” (UNESCO, 2002).

As the OER movement has grown over time, the concept of OER has expanded to include the tools used in development, design, production, and distribution. By 2008 the William and Flora Hewlett Foundation, one of the primary champions of the movement, redefined OER as: “The teaching, learning and research resources that reside in the public domain or have been released under an intellectual property license that permits their free use or re-purposing by others. Open educational resources include full courses, course materials, modules, textbooks, streaming videos, tests, software, and any other tools, materials or techniques used to support access to knowledge.” (D’Antoni, 2009)

The Cape Town Open Education Declaration (2008) situated OER in the broader context of open education. It states that:

...open education is not limited to just open educational resources. It also draws upon open technologies that facilitate collaborative, flexible learning and the open sharing of teaching practices that empower educators to benefit from the best ideas of their colleagues. It may also grow to include new approaches to assessment, accreditation and collaborative learning. (Cape Town Open Education Declaration, 2008)

The move towards opening up education to a wider audience is highlighted by the prolific development of Massive Open Online Courses (MOOCs). While the types of MOOC may vary in degrees of openness and the extent of use of OER, they are widely understood to be free to access (if no formal accreditation is sought), with no prerequisites, and no fees. They





are characterised by a social-networking approach, and facilitated by experts in the field (McAuley, Stewart, Siemens and Cormier, 2010). Further detail on MOOCs is provided in [Section 1.3](#).

A recent initiative in the OER movement is the establishment of the OER University (OERu). This “new initiative is designed to provide opportunities for the informal OER learners to gain formal academic credit for their learning using high quality OER designed for independent study and distance education delivery methods”. (WikiEducator, 2011). The champions of this movement contend that OERu will widen access to high-quality informal learning using a combination of Open Education Resources (OER) and the open web, as well as provide flexible pathways for learners to achieve formal credit and qualifications (WikiEducator, 2011).

1.2 Importance of OER in our Educational Context

- OER provide free and legal access to some of the world’s best courses, content, and educational tools, which can be adapted to local context and be used in learning, teaching, and research as a basis for innovation. For example, if you are interested in learning about aeronautical engineering from a science whiz at the Massachusetts Institute of Technology (MIT), you can check out lecture notes and videos from MIT courses. Courses that can be accessed from the MIT website are offered free, and are known as Open Courseware (OCW).
- Using the internet, OER enhance fast dissemination of knowledge to a wide cross-section of users across the globe. Information can be accessed instantly by users from other parts of the world with low cost, depending on regional internet costs.
- Educators are able to access affordable and high-quality resources, which can be adapted to suit their specific needs and contexts.
- As educators share their resources, they open the door of opportunity to others to help develop knowledge and skills needed in various academic disciplines.
- The collaborative development of courses and materials frequently results in far richer products and processes than any individual or institution might create on their own.
- OER make it possible for people of all ages and backgrounds to obtain information freely, to learn more about the world around them, and to access the tools they need to improve their lives and livelihoods.

Furthermore, the benefits of OER in the higher education sector can be described as follows:

Benefits of OER for faculty:

- Recognition for teaching;
- Opportunities for publishing and promoting resources;
- Enhance collaboration with other educators in their discipline; and
- Extend their reach and visibility.

Benefits of OER for the institution:

- Potentially more cost-effective and up-to-date offerings;





- Enhanced quality assurance; and
- Resource-based learning to cope with larger classes.

In general, OER have the potential to:

1. Increase availability of high-quality, relevant, and need-targeted learning materials;
2. Reduce the cost of accessing copyrighted educational materials;
3. Allow adaptation of materials and possibly contribute to enabling learners to become active participants in educational processes;
4. Achieve collaborative partnership of people working in communities of practice, preferably across/within institutions; and
5. Build capacity in African higher education institutions by providing educators with access at low or no cost to the tools and content required to produce high-quality educational materials.

Note: OERs themselves are NOT a guarantee of high quality relevant resources, nor an indication of good teaching and learning. It is WHICH resource you select (fit for purpose) and HOW you guide your students to interact with it (pedagogy) that determines quality and relevance to your context.

Activity 1: Become aware of existing OER practices in Africa



Aim: To understand the importance of OER in Africa

Motivation: To discover “who is doing what” concerning OER in African HEIs.

Task: Become aware of existing OER practice in Africa.

Duration: 20 minutes

Tools: YouTube; discussion forum

Resources:

- [OER World Map](#) project (2015)
- “[Open Educational Resources in Africa](#)” video (11m 44 s), OER Africa (2013)

What to do:

- Access and explore the Global OER ecosystem on the [map](#).
- Watch the [video](#) to discover some of the OER work that has been done at African higher education institutions.

How:

- Access and view the video. (Please contact your local IT support for assistance with technical access and viewing problems.)
- Make a note of whether any of the resources mentioned may be of use to you.
- Contribute your notes to the discussion forum. Write the resource or topic as your subject header.

Feedback/Response: (peer review)

- Read and respond constructively to at least one other person’s contribution.
- Read the other people’s responses to your own contribution.

Assessment:

- Completing this activity will count towards your course portfolio.

1.3 OER, OCW, and MOOCs

OER are used for teaching, learning, and research. They have been very helpful in the recent years, as they are freely available, especially online. You can search for any area of interest and find many OER providing the information on a particular area. OER may be in the form of content, for example the materials of the Teacher Education in sub-Saharan Africa (TESSA) programme, or open books, open journals, and open research reports; or as Open CourseWare (OCW).

Open CourseWare (OCW) are free and open college- and university-level educational materials that are organised as courses, and often include course-planning materials and evaluation tools, as well as thematic content. Open CourseWare are free and openly licensed, accessible to anyone via the internet.

Currently, some higher education institutions' library websites provide links to a range of courseware. The Open University of Tanzania website, for example, provides links to MIT, AVU, and OUT/STHEP Courseware.

The difference between OER and OCW is that OCW are part of fully fledged courses or educational programmes, while OER encompass all freely available educational materials, whether or not they are organised as a course. They can comprise subject-matter content only, or process models that one can integrate, adapt, or adopt as part of a course or programme.

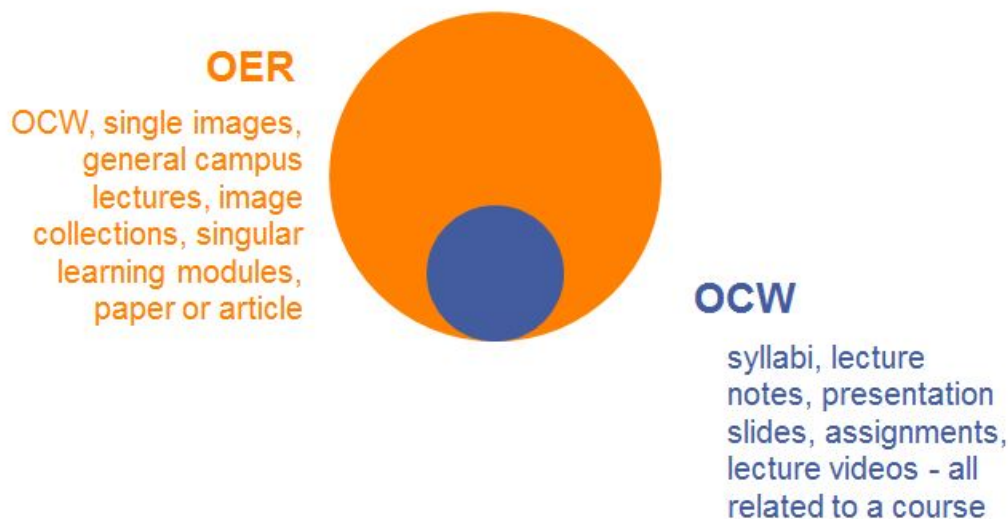


Figure 1: OCW can be related as a subset of OER

(Source: OER Africa / Saide)

MOOCs

OCW initiatives range from traditional classroom-sized courses to Massive Open Online Courses (MOOCs), which host large-scale participation through internet access.

A Massive Open Online Course (MOOC) can be described as “an online course aimed at unlimited participation and open access via the web. In addition to traditional course materials such as videos, readings, and problem sets, MOOCs provide interactive user forums that help build a community for students, professors, and teaching assistants (TAs).”



(Wikipedia, 2015a.) MOOCs are a fairly recent development in distance education, emerging as a popular mode of learning in 2012.

Although early MOOCs often emphasised open access features, such as open licensing of content, structure, and learning goals to promote the reuse and remixing of resources, some notable newer MOOCs use closed licenses for their course materials, while maintaining free access for students. (Wikipedia, 2015a)

Note: OCWs are resources that are part of a fully-fledged/organised course or educational programme that is freely available. Some MOOCs use closed licences for their course materials, while maintaining free access for students. OER encompass all freely available educational materials, whether they are organised as a course. Closed materials in some MOOCs are not OER.

1.3.1 Examples of OER Projects

[The Vision for a Health OER Network in Africa](#) is an OER initiative started by experts in health science institutions across Africa to share health education materials openly. These materials are used by health professionals in Africa to enhance their knowledge and training as well as by students and educators around the world.

Another OER project started by the [Delft University of Technology in the Netherlands](#) includes courses on clean water technology for developing countries. These resources have been updated by universities in South Africa, Singapore, the Antilles, and Indonesia to include information on water-treatment processes from their regions, making a collaborative resource on drinking-water engineering available online to anyone who wishes to learn more.

Materials developed by the Teacher Education in Sub-Saharan Africa ([TESSA](#)) project, is another example of an OER initiative. TESSA is an international research and development initiative that brings together teachers and teacher educators from across sub-Saharan Africa. It offers a range of materials (Open Educational Resources) in four languages to support school-based teacher education and training (TESSA, n.d.).

1.4 Finding OER

There are many repositories online that host OER in various academic disciplines. The main purpose of these repositories is to make it easier for users to locate, identify, and access OERs across the internet. There are different kinds of repositories: some are focused on particular subjects, while others are more general. It is up to the user to be proactive, and adopt various search techniques to arrive at their needed resource.



How to search efficiently and find what you are looking for:

1. Start with African OER initiatives that you know about and see how they can help you, for example:
 - [OER Africa](#)
 - [OpenUCT](#)
 - [African Virtual University \(OER @ AVU\)](#)
 - [NOUN eCourseware](#) (Nigeria)
 - [Unisa Open](#) (University of South Africa)
 - [KNUST OER](#) (Ghana)
2. Embark on a thorough search for suitable material using Google, OER search engines, and OER repositories. Within the repositories, you can use a combination of keywords to search for specific resources.
3. For Google searches type in the **name of your topic + Creative Commons**.

Some common international OER Repositories

- Institutional / Organisational Repositories include:
 - [OER Repository](#), University of Leicester (UK)
 - [Open Michigan](#), University of Michigan (USA)
 - OER Commons, US, <http://www.oercommons.org>
 - CC Search <https://search.creativecommons.org/>
 - JISC, UK, <https://store.jisc.ac.uk/#main> (incorporates JORUM resources)
- Lists of Repositories:
 - OER Quality Project (2014), [Directory of OER Repositories](#)
 - WikiEducator (2014), [Exemplary Collection of Open eLearning Content Repositories](#)
 - Algonquin College (2015), [List of OER Repositories](#) annotated by discipline.
- Open Access Journal Collections and Facilities:
 - Directory of Open Access Journals (DOAJ), <https://doaj.org>
 - Academic Conferences and Publishing International (ACPI), <http://academic-conferences.org/ejournals.htm>
 - African Journals Online (AJOL), <http://www.ajol.info/>
 - JISC, UK, <https://www.jisc.ac.uk/content/open-access>
 - AgEcon Research, <http://ageconsearch.umn.edu/>
- Open Courseware Consortia:
 - The Open Education Consortium, <http://oeconsortium.org>
 - The OpenCourseWare Consortium, <http://ocw.mit.edu/>
 - Coursera Open Courses, <https://www.coursera.org/>





Activity 2: Searching for OER in recognised repositories.



Aim: To search for and locate OER in your own academic discipline or subdiscipline from well-known OER repositories

Motivation: To become conversant with OER repositories to locate resources to use in your own teaching

Task: Searching for OERs in recognised repositories.

Duration: 90 minutes

Tools: Discussion forum; internet search engine (e.g. [Google](#))

Resources: List of common OER repositories: above and <http://www.oerafrica.org/find-oer/oer-repositories>

What to do:

- Visit the OER repositories in the resource list (or elsewhere) and search for OER that are relevant to your academic discipline.
- You should apply the search strategies that you learned through the [power searching with Google](#) activity in Module 1 (or work through this Google course now). You can use the [keyword + creative commons](#) technique within your search engine to broaden the scope of your findings.

How: Collate and share your search findings and links through a discussion forum. The information to be included in your results should contain:

- The name of the repository and the URL of the resource discovered;
- A short (one line/sentence) description of the resource;
- The name of your own course or module within which you think you may be able to make use of the resources;
- A description of the relevance of this resource to your course; and
- Whether you would need to adapt it or could use as is.

Note: More detail on Creative Commons licences is covered in [Topic 2](#).

Feedback/Response: (peer review)

- Follow the discussion forum for feedback from peers.
- Read and respond constructively to at least one other person's contribution.
- Read the other people's responses to your own contribution and reflect on the comments.

Assessment:

- Completing this activity will count towards your course portfolio.



1.5 Evaluating OER

Assessing OER available online is important to ascertain their quality and relevance to your intended need. Once OER are created and shared by authors in their repositories, it is a good practice for reviewers to evaluate the materials before they are used.

The most well-known OER evaluation tool is from the Achieve organisation. Achieve, in collaboration with leaders in OER Commons, has developed an [evaluation toolkit](#) that is characterised by eight rubrics. The rubrics were primarily developed to help educational users align resources to common core state standards and evaluate the resources for quality. The tool, together with its evaluated data, is hosted at OER Commons, which is a repository for openly licensed educational materials.

The rubrics are:

- Rubric I. Degree of alignment to standards
- Rubric II. Quality of Explanation of the Subject Matter
- Rubric III. Utility of Materials Designed to Support Teaching
- Rubric IV. Quality of Assessment
- Rubric V. Quality of Technological Interactivity
- Rubric VI. Quality of Instructional Tasks and Practice Exercises
- Rubric VII: Opportunities for Deeper Learning
- Rubric VIII. Assurance of Accessibility

More detail on the rubrics can be found at: <http://achieve.org/oer-rubrics>

The evaluation process starts by identifying the learning objects contained in the course. The learning objects can be lessons, images, assessments, videos, and so on. The rubrics are then applied to the smallest meaningful unit, and it is up to the reviewer to determine which parts of the materials are to be evaluated.

Rubrics are scored independently by five scores that describe levels of quality, usefulness, or alignment to standards:

- Score 3: Superior
- Score 2: Strong
- Score 1: Limited
- Score 0: Very weak / None
- N/A: Rubric Not Applicable

A detailed description of what each score means in the independent rubrics is provided at: <http://achieve.org/files/AchieveOERRubrics.pdf>





Activity 3: Experience practical OER evaluation



Aim: To analyse and evaluate an OER found in an OER repository

Motivation: To be able to identify and use quality OER that align with your requirements

Task: Experience practical OER evaluation

Duration: 75 minutes

Tools: Discussion forum; OER Commons online evaluation tool;

Resources: Achieve OER Rubrics and Evaluation Toolkit
(<http://achieve.org/files/AchieveOERRubrics.pdf>)

What to do:

- Explore the Achieve Rubric and Evaluation Toolkit
- Find a useful OER on OER Commons
- Evaluate the OER using the OER Commons online facility.

How:

- Register on OER Commons <https://www.oercommons.org/registration>
- After registration, search for OERs that are relevant to your academic field within the repository by using the “browse by topic” facility.
- Select one resource and analyse its learning objects. Use the “evaluate” button (found in the column on the right-hand side of the screen) to assess the resource.
- Comment on your experience of the OER Commons evaluation process in the forum for this activity.

Feedback/Response: (peer review)

- Follow the discussion forum for feedback from peers.
- Read and respond constructively to at least one other person’s contribution.
- Read other people’s responses to your own contribution and reflect on the comments.

Assessment:

- Completing this activity will count towards your course portfolio.



Reflection

Please use the Moodle course blog facility to reflect on your experiences and engagement with this week's topic. (15 minutes)

Summary



In this topic, we have described OER as freely and openly licensed educational materials that a user can copy, use, adapt and redistribute. Many benefits of OER have been identified for individuals and institutions. Reduced costs, quality materials, enhanced collaboration, and innovation are among the key attributes associated with OER in the educational environment. We have also looked at various forms of OER and how they can be located in their respective repositories. OER Africa and OER Commons are among the initiatives that have concentrated on promoting the development of various OER projects. They also host a collection of resources that can be used freely.

Review Questions



1. Briefly explain what Open Educational Resources (OER) are and what their importance is.
2. OER, OCW, and MOOCs are all free educational resources. Briefly explain what differentiates each.
3. Describe the purpose of OER repositories.
4. OER are normally found in the OER repositories. Explain briefly, step by step, how one can find OER in a specific field of study, and name some common OER repositories.
5. OER should be evaluated. Explain why OERs are evaluated and how an OER is evaluated.



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Topic 2: Creative Commons Licensing

Introduction

Educational materials available online are by default copyrighted to their creator, author, or the copyright holder. However, OER that are available at no cost to a user include an open licence that guides the user as to how they are permitted to use the resource. The most common open licensing is through an organisation called [Creative Commons](#) (CC). In this topic, we will discuss the relationship between Creative Commons licences and OER, identify different possible licences for OER, and learn how to apply these licences.

Topic 2 Learning Objectives

	<p>At the end of this topic, the learner should be able to:</p> <ul style="list-style-type: none"> • describe the different Creative Commons licences; • describe the relationship between CC and OER; • identify different licences on OER; and • apply different licences on OER.
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2.1 Copyright and Legal Aspects

By default, when a work such as website, music, movie/film, academic article, or paper is created, the author or creator has ownership of that work unless there is a different contractual arrangement relating to the copyright. Therefore, the creator holds the copyright and no one is allowed to use the work without obtaining prior permission from the copyright holder. Copyright legislation differs from country to country, but there are several international agreements that provide standards. Most countries in Africa subscribe to the Berne Convention for the Protection of Literary and Artistic Works. Therefore, should a person be found using a work undesirably, in terms of the law they could be taken to court and fined or jailed.

OER are licensed under certain agreement terms and conditions selected by the owner of a work. This licence must not be confused with copyright and the accompanying statement “all rights reserved” with a © sign and the year of publication. Creative Commons is a non-profit organisation that enables the sharing and use of creativity and knowledge through free legal tools. Its licences provide a simple, standardised way of giving the public permission to share and use work in line with conditions of the creator or creators’ choice. Creative Commons licences are not an alternative to copyright. They work alongside copyright and enable you to modify your copyright terms to best suit your need. (Creative Commons, n.d.)

A further strategy or tool for opening access to resources is Copyleft, which has an icon similar to that of copyright, except the “c” faces to the left instead of to the right. Copyleft is a strategy of using copyright law to pursue the policy goal of fostering and encouraging the equal and inalienable right to copy, share, modify and improve creative works of authorship.





Copyright as a concept is usually implemented in the details of a specific copyright licence, such as the GNU [General Public License \(GPL\)](#) and the [Creative Commons Attribution Share Alike License](#). Copyright holders of creative work can unilaterally implement these licences for their own works to build communities that collaboratively share and improve those Copylefted creative works. (Copyleft, n.d.).

2.1.1 Why it is crucial to obtain Copyright Permission

If materials are released as Open Educational Resources, and they contain materials that are not appropriately licensed (whether text, graphic, photograph, video, music or any other copyright work), reuse of those non-conforming materials is a copyright infringement. For example, if a successful resource is used by thousands of people, the creator of the OER could be legally forced to remove the copyrighted material from their OER, which could have a negative impact on the continued use of the OER. It is, therefore, important that the creator of the OER makes sure it truly is an open resource, by diligently ensuring a valid licence is applied to the work.

2.1.2 Who owns the Copyright?

The creator of a copyright work is, in general, the first copyright owner of that work. However, the owner of the work may transfer (the legal term is “assign”) their ownership to someone else, and that person will become the owner of the copyright. Only the copyright owner can grant permission (known in law as a “licence”) to others to use the work. Permission granted from someone other than the copyright owner has no validity at all. Although sometimes an open licence can be applied validly to another person’s work only if the actual copyright owner’s permission has been given.

There are particular issues with respect to materials created by a member of staff or student at a college or university. In relation to university staff, most employee contracts state that works created within the course of employment will first belong to the employer, unless there is an agreement to the contrary. Where material is created within the course of employment, without agreement to the contrary, a member of staff authorised to act on behalf of the institution may decide to release that material under an open licence. However, if there is any ambiguity as to who the copyright holder is, it might be advised to get the approval of the employee before adding an open licence to the resource.

Students are in most cases owners of their own work, although some institutions have provisions in their registration agreement requiring students to transfer copyright to the institution in all work that is submitted to the institution. However, with recent advancements in open education, most institutions have set policies that promote publication of students’ assignments, masters, and doctoral theses as OER. The availability of open-access repositories for publishing student work ensure that sustained access to resources are provided to the community. In terms of licences, the choice is determined by the underlying agreement between the institution and the student. To reserve authors’ rights, students work can be published under a CC BY SA NC ND licence, which to some extent protects the integrity of creator’s work.





2.1.3 Dealing with Third-Party Materials

Clearing third-party materials for release under an open licence can be difficult, particularly in relation to multimedia materials, such as video, where the soundtrack, performance, screenplay, and recording may all have different rights' owners. Where permission is being sought, care should be taken to ensure the correct person is being asked: that they are in fact the copyright owner of the third party-material in question; and that they are truly consenting to the release of the material under an open licence. For example, merely asking for permission to “use” the resources would not be sufficient.

The following are a few approaches that may be adopted in relation to the third-party materials contained within a candidate resource for release under an open licence (Creative Commons, n.d.).

- Accept the burden of clearing the materials for release under an open licence: some owners might refuse, some might ask for payment for permission, and it may be impossible to track down some owners, or they may not answer your enquiries.
- Remove third-party material, and limit the resource to materials where you are the copyright owner, or where the third-party materials are already available under a suitable CC licence. This can be extended to third-party materials where you know that gaining permission of the copyright owner will not be burdensome (for example, copyright held by a partner institution, or someone easily identifiable that is likely to support the release of the materials). Where resources have to be excluded due to copyright, it may be useful to include a placeholder detailing what material has been removed, and any information as to how the eventual user of the OER can obtain permission to use the removed material. Where the decision is to omit third-party materials, consideration might be given to replacing them with materials already licensed under an appropriate CC licence, or which are otherwise available.
- In some cases, a resource can be released as an OER where certain parts of it are not CC-licensed, but permission has nevertheless been acquired to make use of the material. It is important to mark clearly that the material in question is not part of the openly licensed resource; this may be achieved by a caption or other marker.
- An institution giving access to third-party material will still need to have permission to do so, even if it is not giving “open” reuse access under a CC licence. An approach that could be easier for a user of OER might be to extract the third-party material from the body of the resource and include it in an appendix that is clearly marked as being non-CC-licensed.
- The issues involved with releasing third-party material as part of an OER may seem onerous, tiresome, and bureaucratic, but it is a basic tenet of copyright law that you cannot give away another person’s property (including intellectual property) without their permission. This is unlikely to change in the near future.





Activity 4: Identifying licences in documents and various rich-media resources.



Aim: To identify different copyright licences in different documents and websites on the internet.

Motivation: To gain an understanding of different licences displayed on documents and media, which will allow you to recognise the permissions and limitations for the usage of the material accessed.

Task: Identifying licences in documents and various rich-media resources.

Duration: One hour (60 minutes)

Tools: Discussion forum; internet search engine (for example, [Google](#)).

Resources: OER repositories, as well as free/open media storage repositories, such as [YouTube](#) and [SlideShare](#).

What to do: Locate the licence and copyright in documents, articles, videos, and other information found on the web.

How:

- Using a search engine or one of the OER repositories on your list, find any resource that may be of interest in your teaching activities.
- Locate the licence / copyright of the resource and make a note of the wording of permissions and restrictions that apply to this resource.
- Record the title of article, document or video accessed, its URL, and the type of licence found, and whether you think you will be able to reuse or adapt this resource under the terms of the licence.
- Share this information on the forum provided, using type of licence in your subject header.

Feedback/Response: (peer review)

- The list of sites accessed is available for everyone to see and comment.
- You can follow through the discussion forum for feedback from peers.
- Read and respond constructively to at least one other person's contribution.
- Read the other people's responses to your own contribution and reflect on the comments.

Assessment:

- Completing this activity will count towards your course portfolio.

2.2 Creative Commons Licensing

The Creative Commons copyright licences and tools forge a balance inside the traditional “all rights reserved” setting that copyright law creates. Their tools give everyone from individual creators to large companies and institutions a simple, standardised way to grant copyright permissions to their creative work. The combination of CC tools and the users is a vast and growing digital commons, a pool of content that can be copied, distributed, edited, remixed, and built upon, all within the boundaries of copyright law. (Wikipedia, 2016b.)





Activity 5: Exploring practical Creative Commons licensing.



Aim: To deepen your understanding of how Creative Commons licensing works.

Motivation: To become familiar with practices using Creative Commons licensing.

Task: Exploring practical Creative Commons licensing.

Duration: 45 minutes

Tools: YouTube

Resources:

- ‘[Creative Commons Licenses Explained](#)’ video, Chris Follows (2013)
- Create / choose your own licence: <http://creativecommons.org/choose/>

What to do:

- Watch the video to discover how Creative Commons licences are used in practice. (5 min 32 secs).
- Practice creating your own CC licence.

How:

- Access the ‘Creative Commons Licenses Explained’ video on <https://www.youtube.com/watch?v=4ZvJGV6YF6Y&list=PLWZ0HETZsWsN2h70E3MFCUQD1kh59wTxt&t=53>
- If you have difficulty viewing the video, please contact your local IT support for assistance.
- Make a note of any licensing options that you prefer to use.
- Then access the Creative Commons site (<http://creativecommons.org/choose/>) and try the various licensing options to create your own licence, using your notes as a reference.

Feed forward:

- Your increased understanding of concepts in this activity will assist you in taking the quiz in Activities 2.3 and 2.4.

Assessment (Capacity Development):

- Completing this activity will further your own understanding of CC licensing.



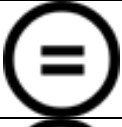

2.2.1 Four Usage Conditions for Creative Commons Licences

The Creative Commons licences comprise four aspects, as summarised in Table 2.1. The icons, together with their explanations, comprise the options that the licensor (creator of the OER) must choose from for the OER. Another way of viewing them is as conditions to which the user must adhere. Choosing the options that are applicable to your needs is the first step in attaching a Creative Commons license to an OER. <https://creativecommons.org/licenses/> (Creative Commons, 2014)













Table 1: Creative Commons Icons and Detailed Meaning
(Creative Commons, 2014)

ICON	DETAILED MEANING
	Attribution. You require that others who use your work in any way must attribute it – that is, must reference the work, giving you credit for it – the way you request, but not in a way that suggests you endorse them or their use of the work. If they want to use your work without giving you credit or for endorsement purposes, they must obtain your permission first.
	Non-Commercial. You permit others to copy, distribute, display, perform, and (unless you have chosen No Derivatives) modify and use your work for any purpose other than commercially. If they want to use your work commercially, they must obtain your permission first.
	No Derivative Works. You permit others to copy, distribute, display and perform only original copies of your work. If they want to modify your work, they must obtain your permission first.
	Share Alike. You permit others to copy, distribute, display, perform, and modify your work, provided they distribute any modified work on the same licence terms. If they want to distribute modified works under other terms, they must obtain your permission first.

After selecting the conditions, the second step is to combine the conditions according to your requirements. Table 2 shows sample combinations of licences found on OER.

Table 2: Sample OER licences
(Creative Commons, 2014)

ICON LICENSE	MEANING
	Attribution CC BY View License Deed View Legal Code
	Attribution & Non-Commercial CC BY-NC View License Deed View Legal Code
	Attribution & No Derivatives CC BY-ND View License Deed View Legal Code
	Attribution & Share Alike CC BY-SA View License Deed View Legal Code
	Attribution & Non-Commercial & Share Alike CC BY-NC-SA View License Deed View Legal Code
	Attribution Non-Commercial No Derivatives CC BY-NC-ND View License Deed View Legal Code
	No Rights Reserved Public Domain
	No Rights Reserved CC0





If authors do not wish to enforce any of the four conditions, they may waive attribution and all copyright related to a work through the Creative Commons Zero Waiver.

By using Creative Commons Zero Waiver (CC0), you are using a tool for freeing your own work of copyright restrictions around the world. Creative Commons does not recommend this tool for works that are already in the public domain worldwide.

If your work contains third-party content (not created by you), then the Creative Commons licence [compatibility wizard](#) can assist in providing guidance for the most suitable licence to be used, because not all of the licences are compatible with one another.

Activity 6: Recognising the meaning of Creative Commons licences.



Aim: To be able to recognize licences in OER, what they mean, and their implications.

Motivation: Being able to add a CC licence to your own OER and select the permissions for use by others.

Task: Recognise the meaning of Creative Commons licences.

Duration: 20 minutes

Tools: Quiz in Moodle

Resource: Below are four CC licences that could appear on any OER materials.



What to do: Match the CC licence to its correct explanation.

How: You may attempt this online quiz multiple times until all your answers are correct.

Feedback/Response:

- Automated formative assessment; click [here](#) to find out more on licensing.

Assessment:

- Completing this activity will count towards your course portfolio.

2.3 Relationship between CC and OER

For a resource to be an OER it requires some form of licensing. Even though OER are free, the creator can decide what kind of use to permit in terms of the licensing conditions. The OER creator could decide whether their OER could be reproduced, shared, copied or adapted. This is where Creative Commons tools come in. The first step is to select the conditions, and displaying the relevant CC licence. Alternately, one may decide not to impose any restrictions by using the CC waiver tool. Therefore, the relationship between CC and OER mainly involves deciding on permissions of use and subsequent licence provision.





2.4 Creative Commons License Design and Rationale

All Creative Commons licences have important features in common, and help creators (licensors) to use their tools and retain copyright, but allow others to copy, distribute and make use of their work in some respects. The CC license ensures licensors receive credit for their work and the license lasts as long as applicable copyright lasts.

In choosing a license, the licensor asks a few simple questions as to what permissions they wish to allow in the use of their resource:

- Do I want to allow commercial use?
- Do I want to allow derivative works or not?
- Must the user (licensee) make their new work available under the same license terms? This is called Share Alike.

Creative Commons licences do not affect the freedom that the law grants to users of creative works otherwise protected by copyright, such as exceptions and limitations to copyright law, for example, fair dealing. Creative Commons licences require licensees to obtain permission to do any of the things with a work that the law reserves exclusively for a licensor and that the license does not expressly allow. Licensees must credit the licensor, keep copyright notices intact on all copies of the work, and link to the licence from copies of the work. Licensees cannot use technological measures to restrict access to the work by others.

For further information on fair use, see

http://wikieducator.org/OER_Handbook/educator_version_one/Introduction/The_Copyright_Paradox

2.4.1 Three Layers of Licences

Creative Commons public copyright licences incorporate a “three-layer” design. Each licence begins as a traditional legal tool, in the kind of language and text formats associated with lawyers. This is called the Legal Code layer of each license.

A simpler version of the licences is also available in a format that lay people can read — the Commons Deed (also known as the “human readable” version of the license). The Commons Deed is a handy reference for licensors and licensees, summarising and expressing some of the most important terms and conditions. Think of the Commons Deed as a user-friendly interface to the Legal Code beneath, although the Deed itself is not a licence, and its contents are not part of the Legal Code itself.

The final layer of the license design recognises that software, from search engines to office productivity to music editing, plays an enormous role in the creation, copying, discovery, and distribution of works. To make it easy for the Web to know when a work is available under a Creative Commons licence, a “machine readable” version of the license is provided — a summary of the key freedoms and obligations written into a format that software systems,



search engines, and other kinds of technology can understand. Creative Commons developed a standardised way to describe licenses that software can understand called CC Rights Expression Language (CC REL) to accomplish this.


Searching for open content is an important function enabled by Creative Commons approach. You can use Google to search for [Creative Commons](#)-licensed content, look for pictures on [Flickr](#) (a photo-sharing site), albums on [Jamendo](#) (royalty-free music downloads), and search for and share a variety of media by licence using [SpinXpress](#). In addition, [Wikimedia Commons](#) is the multimedia repository of [Wikipedia](#).

Taken together, these three layers of licences ensure the spectrum of rights is not a legal concept only. It's something the creators of works can understand, their users can understand, and even the Web itself can understand.



Figure 2: The Three Layers of CC licenses
(Source: Creative Commons)

Activity 7: Assigning a licence hypothetically to one of your own resources.

	<p>Aim: To reflect on which (if any) CC licence you think may be suitable for a real teaching and learning resource that you have developed previously.</p> <p>Motivation: To gain an understanding of what the implications are for licensing your own work under Creative Commons.</p> <p>Task: Assigning a licence hypothetically to one of your own resources.</p> <p>Duration: One hour (60 minutes)</p> <p>Tools: Discussion forum</p> <p>Resources: An educational resource that you have developed yourself previously. This could be a text document or a rich-media resource, such as video, audio, slides, and so on.</p> <p>What to do:</p> <ul style="list-style-type: none"> • Identify a teaching resource that you have developed yourself and think may be useful to other educators. • Decide what type of CC licence you may like to use should you choose to publish
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	<p>it as an OER.</p> <ul style="list-style-type: none"> • Provide reasons for your decision. <p>How:</p> <ul style="list-style-type: none"> • Examine the chosen resource thoroughly, taking note of what is your own original work, and what has been referenced from other work. • Follow up on the “other” work as referenced: locate the license and copyright conditions for reusing this work. • Note the wording of permissions and restrictions that apply to any outside sources and decide if you will be able to reuse or adapt this resource under the terms of the license. • Investigate who holds the copyright to resources to you have developed – your institution, or yourself? • Contribute all this information to the forum, describing your own resource, motivating for the type of licence that you would like to use, and providing reasons for your decision. <p>Feedback/Response:</p> <ul style="list-style-type: none"> • Read and respond constructively to at least one other person’s contribution. • Read the other people’s responses to your own contribution and reflect on the comments. <p>Assessment:</p> <ul style="list-style-type: none"> • Completing this activity will count towards your course portfolio.
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Reflection


Please use the Moodle course blog facility to reflect on your experiences and engagement with this week’s topic. (15 minutes)

Summary


	<p>OER may be created and made freely available at no cost. Being free does not mean that there is not any kind of copyright agreement between the creator of the OER and the user. Once an OER is created, for it to be published there should be a licence agreement. The creator of OER, or licensor, should follow a few steps in ensuring their copyright is not abused by providing guidelines as to the use of the OER through CC licences. It could be made available for copying, sharing, and other uses. Working with licences could involve the institutional support team, end users, any institutional partners, and international educators.</p>
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Review Questions

	<ol style="list-style-type: none"> 1. Explain the importance of obtaining copyright or some licence restrictions for your work. 2. How does the Creative Commons license differ from the normal Copyright with the © mark at the end? 3. Briefly explain the Creative Commons Zero Waiver (CC0) and how it can be applied on someone's work. 4. What is the relationship between Creative Commons and OER? 5. The three layers of CC licence include: the legal code, the common deed, and the machine-readable code. Briefly explain each layer.
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Topic 3: Mixing, Adapting, and Reusing OER

Introduction

OER are freely available for different purposes, including research and education, according to the licensing condition of the resource, as stipulated by the OER creator (licensor). In this topic, you will learn how to use OER by mixing, adapting, reusing, and producing one.

Topic 3 Learning Objectives

	<p>At the end of this topic, the learner should be able to:</p> <ul style="list-style-type: none"> • describe the OER lifecycle; • describe the options for reuse and the context of adaptation in accordance with the stipulated conditions of Creative Commons (CC); • discuss the usage of OER as a learner and educator; and • create and publish OER.
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3.1 OER Lifecycle

According to the [WikiEducator OER handbook for Educators](#) (WikiEducator, 2008), the OER lifecycle begins with a desire or need to learn or teach something. A need or desire to create an educational resource should begin by gathering information.

Below is a sequence of steps illustrating a typical OER development process:

1. **Find:** Start by looking for suitable resources that contribute to meeting the aim or need. This may include using general search engines such as Google, searching specific repositories, and finding individual websites. Some potential components may be available offline, such as last year's lecture notes, class projects, or hand-outs for learners. These could include videos of lectures, different tutorials, and/or simulations.
2. **Compose:** Start piecing your collection of resources together to form a learning resource for yourself, your fellow educators, and/or learners. This is a creative-design process of building an educational resource from scratch and/or using information that you have collected.
3. **Adapt:** While composing OER, it will nearly always be necessary to adapt components to your local context. This may involve minor corrections and improvements, remixing components, localisation and even complete rework for use in diverse contexts
4. **Use:** The actual use of OER in the classroom, online, during informal-learning activities, research, and other uses, as stipulated in the CC licence agreement.

The complete OER lifecycle can be expanded to include all the following processes (Figure 3):

1. Search and find OER: Search OER repositories;
2. Compose (piece together): The information is gathered, translated if necessary, and materials contextualised;
3. Adapt the OER to your local context: this involves reusing, reworking and remixing OER materials, while being mindful of respecting copyrighted material;
4. Produce a learning resource;
5. Deploy and use resource;
6. Refine learning resource; and
7. Share and make available for reuse.

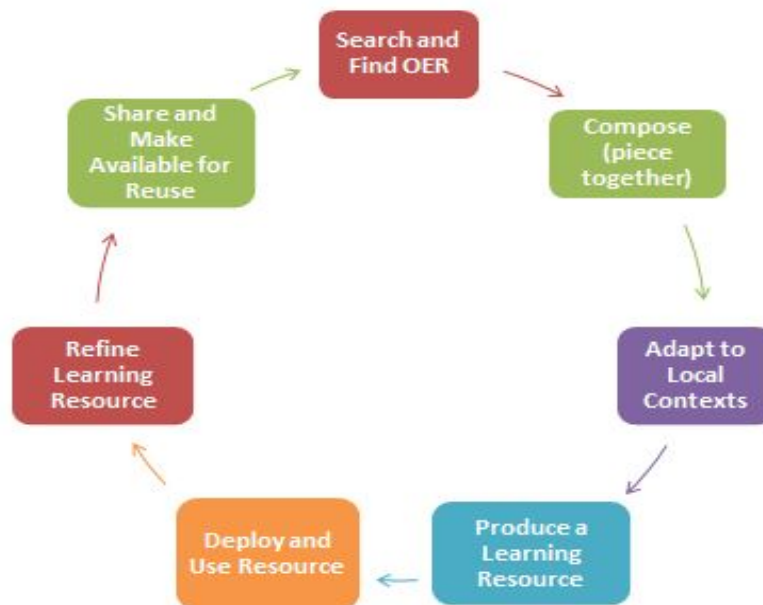


Figure 3: OER Lifecycle
(Source: OER Africa / Saide)

3.2 OER Use and Reuse

OER are freely available materials for usage in accordance with the chosen CC licence. Academics, research fellows, and education managers can access the OER to create another OER, for research or learning purposes. Learners can access the OER and use it either for learning or research.

The licences provided by Creative Commons (CC), show and explain clearly on how the OER can be used. In the previous topic, we learned about Creative Commons (CC) licensing, as well as the process on how to apply the licence and how it will appear. Usually the license appears with the bibliographic reference.



Activity 8: Exploring licensing of adapted and remixed OER



Aim: To deepen your understanding of adapting existing OER

Motivation: To become familiar with the processes required in adhering to Creative Commons licensing when adapting and remixing OER.

Task: Exploring licensing of adapted and remixed OER

Duration: 30 minutes

Tools: YouTube; Discussion Forum

Resource:

- '[Creating OER and Combining Licenses Part 1](#)' Video - The OG Repository (2012)

What to do:

- Watch the video to discover how Creative Commons licences may be combined when adapting OER in practice. (4 min 47 secs)
- Make a note of any questions you have arising from the video, and post them in the forum.

How:

- Access the video on <https://www.youtube.com/watch?v=0LxD7xAcY3k>
- If you have difficulty viewing the video, please contact your local IT support for assistance.

Feedback/Response: (peer review)

- Read and respond thoughtfully to at least one other person's contribution.
- Read the other people's responses to your own contribution.

Assessment:

- Completing this activity will count towards your course portfolio.

OER are used every day by people around the world. However, there is no strong evidence to prove to what extent they are used or reused (JISC, 2015; WikiEducator, 2008). It is relatively easy to track and measure metrics such as number of downloads of materials, time spent on site, and location of visitors (using software such as Google Analytics), but it is more challenging to find out if and how they have actually been used. Comment and rating systems may be used but, again, these are not necessarily a guarantee of use.

3.3 Integrating OER in Teaching and Learning

There is little research on the pedagogical impact of sourced OER materials for teaching and learning, or of OER created by students and teachers as part of the learning and teaching process. Some institutions are using and producing OER as part of innovative teaching practices, but research on the effect to quality of education, and the ways we can assess students and quality is only starting to emerge.





Uses of OER can be divided into two perspectives: learner and educator. Some people are questioning whether OER does indeed facilitate learner-centred instruction (Geser, 2012). How much of this learner centricity is generated by prevailing notions of a “better” method of teaching and how much is based on actual research is unknown.

On a conceptual level, using an OER is similar to using proprietary materials. After all, the reason you use these materials in the classroom or any other learning environment is because they have educational value for your students. However, OER are different in that they allow for extra flexibility in the classroom.

There are eight steps to OER integration ([WikiEducator](#), 2008):

1. Assess the validity and reliability of the OER.
2. Determine placement within the curriculum, if not already done. Note that some OER integration may be abandoned at this point if the OER relates poorly to the rest of the curriculum.
3. Check for licence compatibility. ([See Licence Incompatibility in Licensing for more details](#)).
4. Eliminate extra content within the OER (assuming the license permits derivatives).
5. Identify areas of localisation.
6. Remix with other educational materials, if applicable.
7. Determine the logistics of using the OER within the lesson. For example, you may need to print handouts for learners. In other cases, specific software may be needed.
8. Devise a method of evaluation or assess whether the currently planned evaluation needs adjustment (see [Evaluation](#) for more details).

So far, this topic has discussed how you, as an educator, can compose and adapt OER for your class. But we have not yet discussed how learners themselves can engage in the OER lifecycle. This is a powerful teaching opportunity, as it empowers students to take control of their own learning. Another result of this flexibility is the option to have students openly publish their work.

3.3.1 Usage of OER from the Learner’s Perspective

Learners can derive their own unique benefits from using OER and promote their use through the following types of activities (within the constraints of applicable licenses) ([WikiEducator](#), 2010):

- Sharing lecture notes (and audio recordings), exam texts, and model answers with other students (on public websites) can create useful knowledge repositories that support study efforts.
- Encouraging educators to use OER readings where good alternatives to proprietary textbooks and articles exist; and using [Google Scholar](#) to identify open versions of closed materials.



- Writing summaries of academic articles that are read during course work, and sharing them with peers on public websites to enable access to some of the knowledge that would otherwise be available only through closed journals and publications.
- Using social bookmarking (see [Self-publishing in Share OER](#)) and ranking tools to evaluate usefulness of resources; building social recommendation networks that make finding good resources easier.
- Reviewing published OER can help potential students determine which institution offers courses that best fit their interests. Once enrolled, looking through course descriptions helps them choose the courses they want to take.
- Not just educators, but students are benefiting from opening up their own work to an international audience for feedback and comment. Having a public blog or participating in online discussion forums is one way to showcase their work. In a more formal academic environment, publishing in open-access journals ensures maximum visibility.

There have been several projects in which students have made their OER available. An example of such a project is [The Open Water Project \(openwater.org\)](#).

3.3.2 Usage of OER from the Educator's Perspective

Educators can use OER by creating and designing new ones or using them to educate their learners. Below is a list of ways of how the educator can use and promote OER (WikiEducator, 2010).

- Adapting and extending existing OERs for local purposes.
- Accessing high-quality materials and saving time during preparation of course materials.
- Choosing OER as part of the readings to support a growing international movement towards more and higher quality OER.
- Publishing own materials as OER by allowing public access to online courses (if e-learning is used) or self-archiving of the key materials on sites that offer free hosting (for example, flickr.com for images, www.slideshare.com for presentations, and so on)
- Sharing one's work in ways that makes it easy for others to access it and collaborate on adding more materials or examples.
- Translating the content into other languages.
- Teaching in ways that encourage students to access and produce OER, supporting development of the cognitive skills necessary to determine quality of online content, and experimenting with peer-based assessment models and reputation mechanisms that students are familiar with from social networking and e-commerce sites.



3.4 Adapting OER

Adapting OER means inserting, as well as removing, components; changing the sequence of learning activities; editing and remixing text, audio, video, pictures, and animations with the aim of creating a resource that the educator feels suits the learner. Below are the reasons for adapting OER ([WikiEducator](#), 2008).

1. To address a particular teaching style or learning style;
2. To adapt for a different grade level;
3. To adapt for a different discipline;
4. To adjust for a different learning environment;
5. To address diversity needs;
6. To address a cultural preference;
7. To support a specific pedagogical need; or
8. To address either a school or a district's standardised curriculum.

One should also remember that OER can be translated into other languages. However, this requires specific expertise, as the original meaning needs to be retained. Note that OER with the Creative Commons licence “No Derivatives (ND)” cannot be adapted or translated.

Activity 9: Adapting and reusing OER



Aim: To familiarise yourself with adapting an OER

Motivation: To experience the planning stage of adapting an OER for your own purposes.

Task: Select an OER found on any OER repository and adapt it for one of the purposes mentioned above.

Duration: 80 minutes

Tools: YouTube; assignment file upload

Resources:

- [‘Creating OER and Combining Licenses Part 2’](#) The OG Repository (2012)
- Common OER repositories and websites, as listed previously.

What to do:

- Watch the video (Part 2) to discover how Creative Commons licences may be combined when adapting OER in practice. (4 min 56 secs)
- Select an OER of interest to you from a repository and use it to plan an adaptation. See more on licensing in [Topic 2.2](#).

How:

- Access Part 2 of the video on <https://www.youtube.com/watch?v=y6RR29O4Rlo>
- If you have difficulty viewing the video, please contact your local IT support for assistance.
- Take note of the complexities of adapting OER with different licences.
- Then identify the OER that you plan to adapt, taking good note of the licence





	<p>permissions and limitations. Develop a plan to adapt the OER, including the details regarding:</p> <ul style="list-style-type: none"> ○ Title, topic, and format of the OER. ○ Who is your target audience for the adaptation? ○ Which parts of it you are going to use? ○ Which parts you are going to adapt? ○ What parts you are NOT going to use? ○ Do you need to create any parts to fill gaps? ○ Are the permissions enabled for you to do as you plan? ○ Where and HOW are you going to use the adapted resource? <ul style="list-style-type: none"> ● Upload the file containing your detailed plan via the ‘submit assignment’ button. <p>Feedback/Response:</p> <ul style="list-style-type: none"> ● Your facilitator will provide you with individual feedback. <p>Assessment:</p> <ul style="list-style-type: none"> ● Completing of this activity will count towards your course portfolio.
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Activity 10: Preparing to establish OER awareness and use at your institution

	<p>Aim: To prepare a survey instrument to establish the status of OER use at your institution.</p> <p>Motivation: To work towards creating an institutional baseline for further promotion of OER integration.</p> <p>Task: Prepare a survey instrument, for example, interview questions, to gather data about the status of OER awareness and use at your institution.</p> <p>Duration: 75 minutes</p> <p>Tools: YouTube; word processor.</p> <p>Resources:</p> <ul style="list-style-type: none"> ● ‘Open Education Matters: Why is it important to share content?’ Nadia Mireles (2012) (3mins 31 secs) ● Formulate your own set of questions for the investigation task (for example, questionnaire). <p>What to do:</p> <ul style="list-style-type: none"> ● Use ideas from the video to formulate some interview questions. ● The purpose is to gather data within your institution from at least five people from a variety of academic departments. ● Collate the information to present a simple analysis of the survey responses. ● Write a brief report on the task carried out and the upload it in the assignment in the learning management system (LMS). <p>How:</p>
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	<ul style="list-style-type: none"> • Share your interview questions with your fellow participants by attaching a file to your forum contribution. <p>Feedback/Response: (peer review)</p> <ul style="list-style-type: none"> • Read and respond constructively to at least one other person's post. • Read and reflect on other participants' comments on your own interview questions. • Use this feedback to refine your interview questions for later implementation. <p>Assessment:</p> <ul style="list-style-type: none"> • Completing this activity will count towards your course portfolio.
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Reflection

Please use the Moodle course blog facility to reflect on your experiences and engagement with this week's topic. (15 minutes)

Summary

	<p>In this topic, you have learned about the use of OERs. An important issue to consider is the Creative Commons licence for an OER. Users of these materials can be grouped into two: the learners and educators. If permitted, the educator can adapt OER to meet the requirements suitable for the learner cohort. The OER lifecycle begins with a need to educate, leading to finding or searching for different learning materials, collecting them; then the work of composing starts. After that a licence is applied to the final resource, which is then published.</p>
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Review Questions

	<ol style="list-style-type: none"> 1. Briefly explain the OER lifecycle. 2. OER can be used for many reasons. Explain how they can be used in teaching. 3. When an educator needs to create an OER, instead of doing it from scratch, he or she may prefer to adapt an existing OER. Explain what adapting an OER entails, noting its benefits and limitations. 4. OER can be integrated in teaching and learning. Explain this and outline the steps on how to integrate OER. 5. Briefly outline the step-by-step process of creating an OER to a publishable level.
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Topic 4: OER Production

Introduction

Institutional workflow frameworks and policies are important in guiding the implementation and sustainability of OER activities in an institution. Defined processes and policies should consider factors that can directly or indirectly influence the key role players in using and creating OER. Setting up institutional policy for guiding the implementation of OER activities should consider factors that can be directly or indirectly influenced by different operational areas of institutions, such as governance, finance, administration, human resources, ICT, and so on. In this topic, you will learn the OER production workflow process in an institution and be able to apply it on your own institution as an educator, as well as a learner. The topic also covers factors that should be considered while setting up OER policies at institutions.

Topic 4 Learning Objectives

	<p>At the end of this topic, the learner should be able to:</p> <ul style="list-style-type: none"> Analyse the CORRE and DDescribe frameworks and adapt them to establish a production workflow at your institution. Understand the factors to consider while setting up an OER policy at an institution.
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We start this topic with an activity for you to undertake in preparation to engage with OER production at your institution.

Activity 11: Implementing your institutional survey.

	<p>Aim: To establish the status of OER use at your institution.</p> <p>Motivation: To create an institutional baseline for further promotion of OER integration.</p> <p>Task: Gather data on the status of OER awareness and use at your institution.</p> <p>Duration: 60 minutes</p> <p>Tools: Upload assignment file.</p> <p>Resources:</p> <ul style="list-style-type: none"> Your own set of refined questions for the investigation task (questionnaire). <p>What to do:</p> <ul style="list-style-type: none"> Gather data within your institution from at least five people from different academic departments. Collate the information to present a simple analysis of the survey responses. <p>How:</p> <ul style="list-style-type: none"> Write a brief report on the results of the survey.
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	<ul style="list-style-type: none"> • Upload the report in the assignment submission within the Learning Management System (LMS). • If you wish to, present this information to whoever you think appropriate at your institution. <p>Feedback/Response:</p> <ul style="list-style-type: none"> • You will receive individual feedback from your facilitator. <p>Assessment:</p> <ul style="list-style-type: none"> • Completing of this activity will count towards your course portfolio.
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4.1 The CORRE Framework

CORRE (Content Openness Reuse Repurpose Evidence) is a workflow framework for evaluating and transforming teaching materials into publicly usable OERs. This framework has been developed by the University of Leicester (UoL) [OTTER](#) project (Open Transferable Technology-enabled Educational Resource). It outlines the stages of the entire process of producing and releasing OER. The CORRE framework is a major element of the “Scaffold for Institutional Adoption and Implementation of OERs”, and should be used in conjunction with the detailed CORRE checklist and tracking sheets. There are four main aspects of the framework, each of which is defined by a set of criteria that are then matched to indicative evidence. Below is a brief description of the elements of the framework. (UoL, 2009)

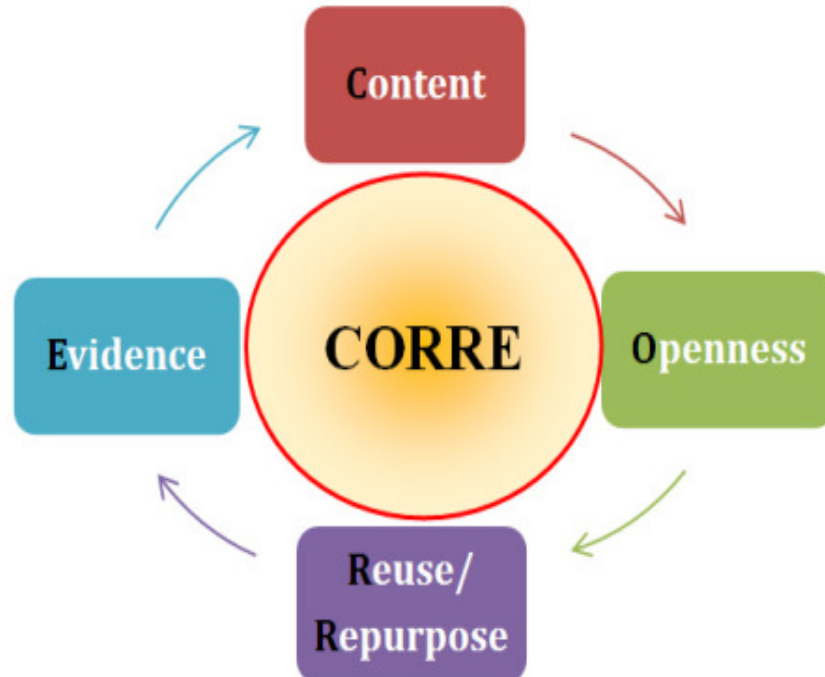


Figure 4: The Four Stages of the CORRE framework
(Source: [OTTER Blog](#))



Stage 1: Content

This stage involves identifying existing materials within an institution. For the case of UoL, this refers to the materials received from UoL partners “as is”. There are two types of activities associated with “content-in”.

First the process of gathering materials from partners, getting them to sign up to the project, checking that there are no gaps in the materials they supply, and estimating the credit weighting of each.

The second activity is an assessment (screening) of the material in terms of the type of content, medium, structure, language, and pedagogy.

Stage 2: Openness

This reflects the legal, pedagogical, and technical perspectives of the process. The criterion involves Intellectual Property Rights (IPR) clearance, transformation, and digitization. Specific questions need to be asked in terms each of these criteria such as: identifying right holders; aspects of the content that need to be removed or replaced; and whether the learning material could be made available in a mix of formats.

Stage 3: Reuse/Repurpose

This is the third stage of CORRE evaluation process and it generally involves obtaining input, views, and opinions from external and internal stakeholders of OER on whether the content is fit for purpose in terms of reuse and remixing. This stage reflects sociocultural perspectives of the OER.

Stage 4: Evidence

The final stage is evidence. The framework is designed to assess the value and usefulness of the OER through a process of tracking, using an end-user survey mechanism. Questions such as the identity of the user, the value of the OER, what adaptations have been made to the OER and challenges experienced accessing and using it, are asked.

Such feedback is useful for sustainability and for making the business case of how to move forward with the future development of OERs.

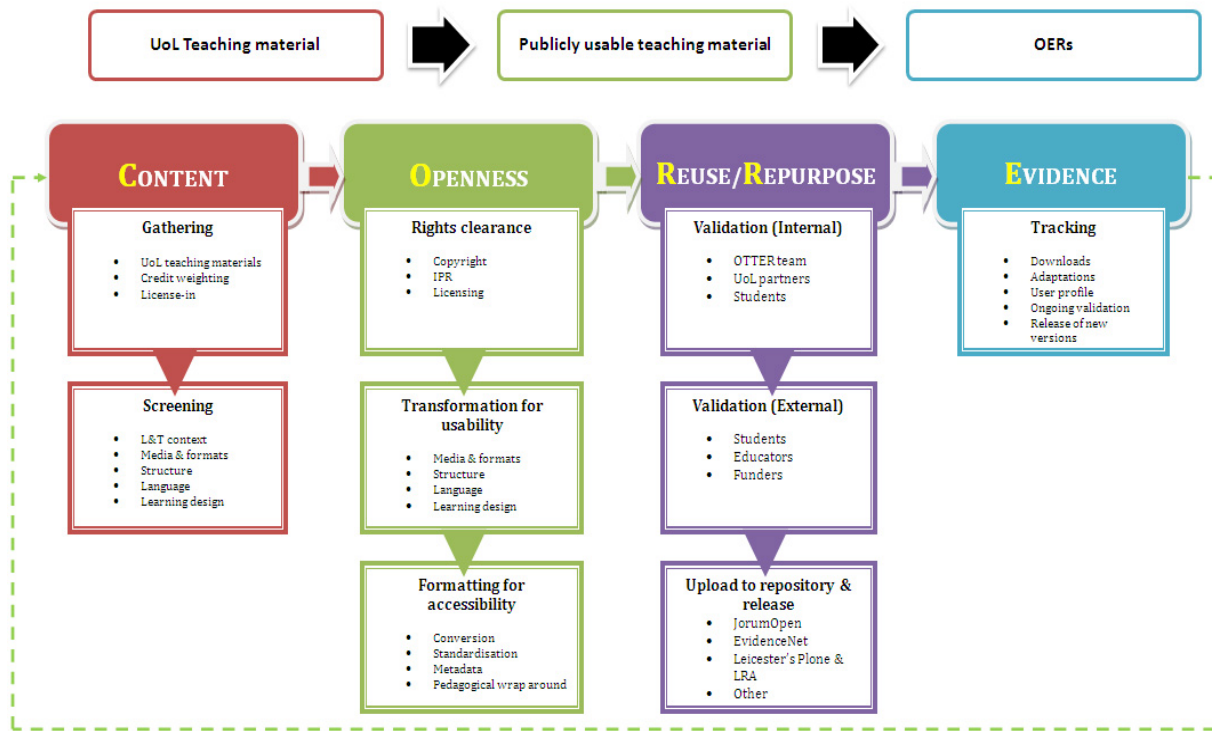


Figure 5: Summary of the CORRE framework
(Source: [OTTER Blog](#))

4.2 DDescribe Framework

DDescribe stands for digital and distributed scribes. It is a framework developed by the University of Michigan (UoM) to guide staff and students on the process of transforming educational material into OER. “dDescribe is a participatory and collaborative initiative that brings together students, staff, faculty, and other self-motivated learners to work together toward the common goal of creating an open university”. (UoM, 2010)

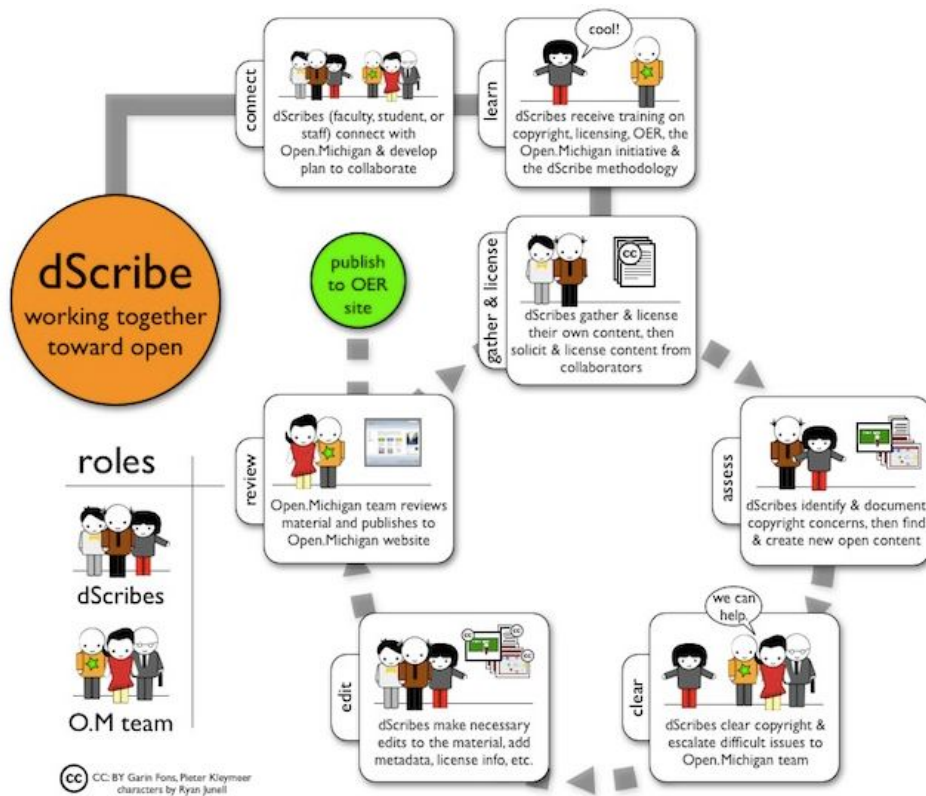


Figure 6: D Scribe Publishing Process

(Source: [Open Michigan](#))

Activity 12: Drafting an institutional OER workflow production process

	<p>Aim: Make a start on developing/ adapting an OER production workflow-process for your institution.</p> <p>Motivation: To initiate the establishment of a systematic process that can guide the OER production at your institution.</p> <p>Task: Drafting an institutional OER workflow-production process</p> <p>Duration: 80 minutes</p> <p>Tools: Drawing tool (for example. presentation slides, word processor, Visio).</p> <p>Resources: The CORRE and D Scribe Models</p> <p>What to do:</p> <p>(a) Referring to the models provided, take note of the following:</p> <ul style="list-style-type: none"> • What are the stages in the process? • What is the flow between stages? • Who are the role players? • Identify the similarities and differences to the usual processes for materials development at your institution. <p>(b) Develop a draft workflow process for your institution (referring to your notes).</p>
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	<p>Think about how existing processes can be adapted in the context of your institution.</p> <p>How:</p> <ul style="list-style-type: none"> • Document your newly adapted framework in a graphic representation, using software of your choice, such as MS Word/PowerPoint/Visio). You can include descriptive text as well. • You should also indicate which steps should be taken in what order and with which staff (for example academics, technical, administrative, or supporting units, such as quality assurance). • Upload the file in the shared folder provided for easy sharing with other participants. • Please note that you are encouraged to consult with other persons at your institution during this process. For example, if there is another participant from your institution on this course, you should work in pairs on this activity. <p>Feedback/Response:</p> <ul style="list-style-type: none"> • Feedback on individual frameworks will be provided by facilitators directly. • Please examine all contributions in the folder, and use them to improve your own over time. <p>Assessment:</p> <ul style="list-style-type: none"> • Completing this activity will count towards your course portfolio.
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4.3 Developing an OER Policy

An OER policy can be regarded as a set of principles that govern and support OER practices at an institution. A good starting point for OER initiatives is to have clear policies that will guide issues regarding Intellectual Property (IP) and copyright.

It is, therefore, very important for institutions either to review their current policies or set up new policy frameworks to facilitate collaboration, development, and the sharing of OER.

Furthermore, institutions can collaboratively form policies as part of national strategies and emerging global OER networks and repositories. Governments, staff, and students should be considered while reviewing OER environments in respective institutions. The advantage and value of the collaborative policy-making process is that it involves all key players in setting up the objectives for the institution and matching them to related solutions.

According to the OER Policy Review and Development Toolkit (Saide, 2012b), the policy-making process involves five main steps (Figure 7).

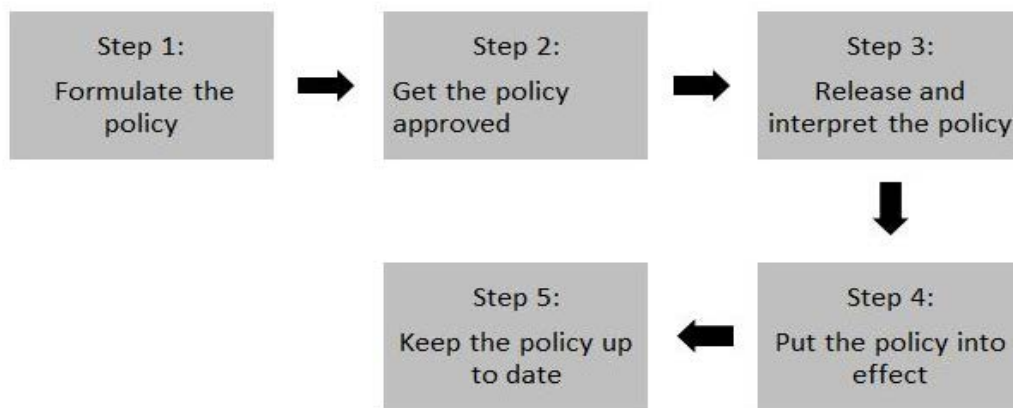


Figure 7: Five steps of the policy making process
(Source: OER Africa, 2012b)

Step 1: Formulate the policy

This is the preliminary stage, which involves identifying key objectives of the policy and the intended end results. Other questions that will be answered during this stage are: (i) whether the policy is necessary? (ii) what will it accomplish? and (iii) which other policies will influence or be influenced by this policy.

Step 2: Get the policy approved

In this stage, the draft policy is reviewed for accuracy, brevity, and completeness. The level of authority should be clear and certain for approval and making final recommendations. The approving bodies could be senior management, senate, and the council.

Step 3: Release and interpret the policy

The approved policy document can be released in a systematic manner, making sure that the intended parties are aware and have access to the document. Ground rules, guidelines, and procedures on the daily administration of the policy should also be laid out.

Step 4: Put the policy into effect

Designate responsibility, accountability, responsibility, and authority for putting the policy in place. Proper and clear controls should also be set.

Step 5: Keep the policy up to date

There should be a proper timeframe established for policy review. Once the review is completed, evaluation and reporting of the results should be conducted. Post mortem checks should be done to ascertain whether there was any resistance. If so, this should be noted, and remedial action should be taken.



4.4 Factors to Consider when Formulating an OER Policy

According to Saide (2012), in engaging with OER initiatives, institutions should consider the following issues:

- The extent to which the current policies motivate educators to invest and engage themselves in the ongoing teaching and learning environments for the courses and programmes.
- IP and copyright policies currently in place to guide the respective rights of its staff, students, and other stakeholders in matters relating to intellectual capital.
- How its current policies and practices reward creation of new materials and promote collaboration. Collaboration between peers in improving existing materials is believed to be more efficient and yields higher-quality results compared to having individuals working on their content in isolation. Policies should, therefore, facilitate and support individual efforts towards collaboration with other peers.

According to UNESCO (2011), for OER policy to be effective and sustainable, there are at least four main issues that need to be considered:


1. Clear provision of policies regarding IP and copyright. This is mainly related to works and resources created during deployment and how they can be shared by others.
2. Human-resource policy considerations, which stipulate the implications for creation of educational resources in the context of job descriptions, remuneration, and promotions.
3. ICT policy guidelines on the support of creation and sharing of resources. These may cover software, hardware, internet connectivity, backups, and storage systems.
4. Materials-development and quality-assurance policy guidelines to ensure appropriate selection, development, quality assurance, and copyright clearance of works that may be shared.

In the OER Policy Tool Kit (Saide, 2012b), the consideration factors for an OER-friendly policy have been grouped into students, staff, governmental, and institutional. Further details can be accessed in the Policy Toolkit at: <http://www.oerafrica.org/policy-development-review>

Creative Commons hosts an [OER Policy Registry](#) where current and proposed open education policies can be uploaded for sharing. This collection also contains supporting resources for policies such as case studies and guides (Creative Commons, 2016). If your institution is just starting out on developing your policy, this is a good source of inspiration. In addition, it is good to register and share your completed institutional OER policy here to indicate your presence on the global OER landscape, and support those who are just starting out on their policy development journey.




Activity 13: Preparing for Institutional OER Policy Development

	<p>Aim: To identify factors to be considered by your institution while formulating/setting up OER policy.</p> <p>Motivation: To understand what constitutes an effective policy-making process and identify the stakeholders involved.</p> <p>Task: Preparing for your institutional OER policy development.</p> <p>Duration: 45 minutes</p> <p>Tools: Assignment upload.</p> <p>Resource: OER Policy Review and Development toolkit (Saide, 2012b)</p> <p>What to do:</p> <ul style="list-style-type: none"> • Read through the OER Policy Review and Development toolkit (Section 2: pp 4 – 20) • Document which factors should be considered while conducting policy reviews and changes to accommodate OER production in your institution. <p>How:</p> <ul style="list-style-type: none"> • Mention the offices/faculties/departments that will be affected by the change, and what their new roles may involve. • Think about the key stakeholders in your institution and mention in what aspects the new policy may affect them. • Upload your file for the assignment via the submit button. <p>Feedback/Response:</p> <ul style="list-style-type: none"> • Individual feedback will be provided by the facilitator. <p>Assessment:</p> <ul style="list-style-type: none"> • Completing this activity will count towards your course portfolio.
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Reflection

Please use the Moodle course blog facility to reflect on your experiences and engagement with this week's topic. (15 minutes)

Summary

	<p>The development of a clear OER policy is essential to ensure effective support for using and producing OER at an institution. The responsibility of ensuring an OER-friendly policy is determined by factors relating to different stakeholders: governments, institutions, staff, and students. It is important for policies to clearly consider IP, human resources, ICT support, and quality assurance to support large-scale deployment of OER in teaching and learning. Management should put initiatives in place to ensure the formulated policies are reviewed and updated periodically. This will contribute to quality assurance and sustainability of the policies.</p>
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Review Questions



1. Explain the CORRE framework and how it is used to produce OER.
2. Explain the DScribe framework and compare it with the CORRE framework.
3. What is your understanding of the term “OER Policy”? Briefly explain the steps involved in setting up an OER policy.
4. Describe the factors to consider when setting up an OER policy.
5. According to the OER tool kit, the consideration factors for an OER-friendly policy have been grouped into students, staff, governmental and institutional. Elaborate on these factors.

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Glossary of Terms

Attribution: Attribution means identifying and crediting the original author of a learning resource. This will almost always be a requirement if an item is re-purposed or re-used.

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