**Project acronym: OPAL**

**Project title: Open Quality Initiative**

OPEN EDUCATIONAL QUALITY INITIATIVE

# Work package 6 – Open Educational Quality Clearing House (OEQCH)

# Deliverable D6.7

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Executive summary: A report on the OPAL submitted practices and The Open Educational Quality Initiative (OPAL)

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## 1. Introduction: The Open Educational Quality Initiative (OPAL) Clearinghouse Practices

Although open educational resources (OER) are high on the agenda of social and inclusion policies and supported by many stakeholders of the educational sphere, their use in higher education (HE) and adult education (AE) has not yet reached the critical threshold which is posing an obstacle to a seamless provision of high quality learning resources and practices for citizens' lifelong learning efforts. This has to do with the fact that the current focus in OER is mainly put on building more access to digital content. There is little consideration of whether this will support educational practices, promote quality and innovation in teaching and learning. The OPAL Initiative therefore extends the focus beyond 'access' to 'innovative open educational practices' (OEP).

A critical factor for the success of renewing educational practices through an innovative use of OER is therefore the aspect of quality. Due to their open and user-driven nature, OER demand for new and improved strategies, practices and tools for quality evaluation and development. However, the strategies to develop quality of learning experiences based on OER are moving away from expert based standard models to dynamic participatory community models which define quality from a perspective of stakeholders in the educational scenario and which focus on the educational experience. These models often have no longstanding tradition. Confidence and expertise for evaluating and developing the quality of OER in order to embed them in recognized programs is therefore often insufficient. Furthermore there is a need to develop a broad quality consensus in order to facilitate acceptance, excel OER usage and build trust for learning with OERs. While the project aims at promoting the open use and sharing of educational resources, it will develop a roadmap to advance the field through a shift from quality and innovation of OER and OER practices to quality and innovation through OER.

It is understood that a shift towards OER needs open and competency based educational practices and a framework of trust and acceptance which the project will provide through building a European environment for Quality in OER. This will support a shift in attitudes and organizational cultures of organizations in the field of higher education and lifelong learning to open up to OER practices and will improve the situation for OER use in higher education and lifelong learning.

The OPAL project built on a philosophy of studying, defining and establishing a multi-perspective and multi-stakeholder quality environment taking into account stakeholders' different viewpoints. OER have a number of characteristics which in themselves promote quality – the resources are used by different stakeholders in different contexts which together can work towards defining high quality resources – according to the philosophy: "what you give, you receive back improved". The Open Educational Quality Initiative objective was to provide recommendations to the whole life cycle of resources, from creating resources over using, storing and retrieving them right through to usage scenarios in educational experiences.

The overall aim of Open Educational Quality Initiative (OPAL) was to support open educational practice. This concept would lead to greater effectiveness of teaching and learning by enhancing the quantity and quality of open educational resources that can be incorporated into higher education and further education provision.

Definition of open educational practices: Open educational practices (OEP) is defined as use of OER to raise the quality of education and training and recreate educational practices at an institutional, professional and individual level.

OEP are practices which support the production, use and reuse of high quality open educational resources (OER) through institutional policies, promote innovative pedagogical models, and respect and empower learners as co-producers on their lifelong learning path. OEP address the whole OER governance community: policy makers, managers and administrators of organizations, educational professionals and learners

As of 2012, the OPAL Initiative has established the foundations for the emerging concept of open educational practices. The purpose of the OPAL Clearing House was to build an easy-to-use, dynamic and viable quality framework for OEP which is validated by a self-sustaining, self-organized community. OPAL envisaged a community which will continue to serve as a dynamic living lab in which carefully crafted and meaningful stories in form of case

studies are shared, analyzed and aggregated to be fed back as tools for improvement and innovation, to learn from and support the development of quality. The OPAL Initiative 2010-2011 worked as a community hub to provide methodologies to turn guidance for good practice and case studies for open educational practices into key messages and continuously improved recommendations.

This initiative has even tried laying out the foundations for the creation of degrees and accreditation systems based on OER. An example of this is the OERtest as evidenced in the Sustainability chapter of this present deliverable.

The OPAL clearing house was a means to encourage institutions to actively publish their own OER practices so others, as well as themselves, could see and use OER to improve teaching and learning

The OPAL concern was that OER initiatives focus overwhelmingly on access and availability of open educational resources (OER) and not enough on helping individuals and organizations to develop open educational practices (OEP). The Open Educational Quality Initiative (OPAL) therefore proposed guidelines to improving open educational practices in organizations.

The OPAL guidelines introduced the concept of open educational practices (OEP) and provided a guide on how to improve practices. The guideline was designed as a maturity model which allowed institutions to position their organization according to the degree of maturity defined below.

## 2. The Clearinghouse for Open Educational Practices

Many current OER initiatives focus overwhelmingly on access and availability of open educational resources (OER) and not enough on helping individuals and organizations to develop open educational practices (OEP). The Open Educational Quality Initiative (OPAL) therefore proposes these guidelines to improving open educational practices in organizations. Concerning the OPAL project one focus has been to collect as many open educational practices from learners, practitioners, professionals in higher education and adult education as possible, with a minimum benchmark of 100, and store them in the OPAL database. A lightweight check has been promised and performed for all the practices which were contributed. The OEPs database has been called the Clearinghouse because it is supposed to be the reference point for OEPs in Europe.

OPAL introduced the concept of open educational practices (OEP) and provided the open educational governance community with a guide on how to improve open educational practices. While the definition of OER has seemed clear enough, the practice of open educational resources usage and learning architectures are less well–defined. OPAL felt compelled to provide a matrix to constitute the range of practices possible with the intent to improve quality and innovate education. The matrix looks at the different stages of Open Educational Practices (OEP), the different fields correspond to different stages of openness in using open educational resources and learning architectures.

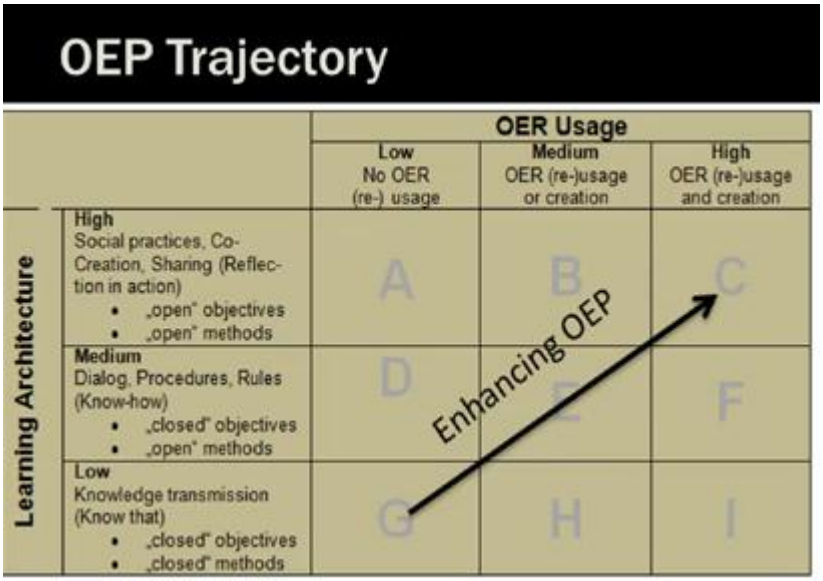



**Fig. 1: Open Educational Practice Trajectory**

This positioning concept explains open educational practices (OEP). In short, open educational practices constitute the adoption of open educational resources (OER) with the intention of driving improvement and innovation in teaching and learning. They are constituted through a combination of mainly two dimensions, one of which is the openness of the learning architecture in question, the other one the degree of usage of OERs in a certain given learning scenario. If both are following a high degree of openness (matrix field C), open educational practice is realized to a high degree. The creation, use, and re-use of open educational resources, as well as the exploitation of open learning ecologies can be challenging for learners and educators, but also for leaders of educational institutions. Policy makers, as well, often need to be made aware of and understand both concepts, and can play a strategic role in fostering a rapid uptake of OER and enabling a timely adoption of OEP.

Four target groups constitute the open education governance community, as stakeholders in the educational process:

- Learners
- Professional could use the two matrices to determine their position within what is the conceptual knowledge of OER and OEP?

- Organizational leader could do best to look at the first matrix, so training and familiarity with OER could be promoted
- Policy-makers could also seek how to improve their OEP constitution by looking at both matrices.

Apart from the OEP guidelines which were developed within the projects, it was an important part of the work to show actual open practices in educational scenarios. Therefore the OEP Clearinghouse was developed. In this database actual evidence and descriptions of open practices were requested from the global OEP governance community. During the OPAL project, more than 120 actual practices were described, analyzed and reviewed by the project team and stored in the database to make them available to other users. In order to do that, the consortium decided to use the following conceptual model for the description of the practices:

## *2.1 Conceptual model for the description of OEP*

| Practices Database Headings |
|---|
| 1. Give your story/ experience/ practice a title: |
| 2. Which Organisation is the practice from? |
| 3. Institute / Department / Unit |
| 4. What is your case about? |
| 5. What does your case refer to? |
| 6. Which groups does your case apply to? |
| 7. Please describe your practice |
| 8. Quality - OER/OEP |
| 9. Innovation |
| 10. Policy |
| 11. Actors |
| 12. Initiatives |
| 13. Open Educational Practices |
| 14. Tools and Repositories |
| 15. Strategies |
| 16. Current barriers and enablers |
| 17. URL to find more information |
| 18. Please give three keywords for others to find your case:(tags) |

The link for the actual web page where you can fill out the form to submit the practice is: http://www.oer-quality.org/clearinghouse/submit-a-best-practice/. Please refer to Annex 1 for the full Practices Questionnaire.

The function of each category is not only to give the Clearing House a neat structure for the user to read through, but also OPAL wanted to determine the nature of where the organization positioned itself in the OEP trajectory and in the guidelines made available for the four separate target groups online.

Naturally enough, it was important to give the practice a title or heading as OPAL could then determine what kind of OER is being alluded to, and also category 2 allowed for OPAL to determine the specification of whether the practice was from a particular institution, or from a specific project or network. In the following section we are describing each field and category in form of a virtual case study, to clarify its meaning.

**The OPAL Digital University:**

| | |
|---|---|
| Give your story/ experience/ practice a title:: | OPEN DIGITAL UNIVERSITY |
| Are you Describing:: | A Best Practice within a project or network |

| | |
|---|---|
| Give your story/ experience/ practice a title:: | Open courses offered by FGV Online |
| Are you Describing:: | A Best Practice within a Specific Organisation |

Authors also were asked to be specific about the institutes ordepartments they represented.

As with any publication, the author(s) were then invited to select from five categories (Innovation, Improving Quality, Learning, Using OER or Something Else) telling what the practice was about.Then the author (s) were given a free range of different possibilities (20 in all) to choose from, which allowed the reader to know to what the practise was referring.

| | |
|---|---|
| What is your case about?: | Something Else |
| What does your case refer to?: | Creation of OER, Sharing OER, Vision of OEP, Partnerships, Commitment, Mindsets and Attitudes, Tools for Sharing, Digital Literacy, Support Mechanisms |

| | |
|---|---|
| What is your case about?: | Innovation |
| What does your case refer to?: | Creation of OER, Sharing OER, Open Educational Practices, Tools for Sharing |

| | |
|---|---|
| What is your case about?: | Improving Quality |
| What does your case refer to?: | Repurposing OER, Usage of OER, Partnerships, Open Educational Practices, Tools for Sharing, Skills and Knowledge for OEP, Digital Literacy, Support Mechanisms |

| | |
|---|---|
| What is your case about?: | Using OER |
| What does your case refer to?: | Creation of OER, Using OER, Repurposing OER, Sharing OER, Usage of OER, Quality Concepts |

As previously described there were four target groups: Learners, Professional, Organizational Leaders and Policy Makers. In the submitting of the practice, the author (s) had to tell us to which group did the practice apply and then in category 7 they were asked to give a thorough description as to what the practice was about. All the practices can be found in the annex, so here in the docuent we will illustrate just 4:

## 1. The Free technology Academy

| | |
|---|---|
| Which groups does your case apply to?: | Learners, Professionals, Organisational Leaders |
| Please describe your practice: | The Free Technology Academy (FTA) is a joint venture between the Free Knowledge Institute and several universities and provides master courses in its online campus. All course materials are published under free licenses, while learners pay for enrolling in the formal courses. The courses take place in a virtual classroom where groups of learners are guided by tutors from one of the partner universities. Learners are encouraged to publish there assignments in the open spaces and contribute to the growing body of openly accessible free knowledge about the topics of Free Technology. |

## 2. The CK- 12 Foundation

| | |
|---|---|
| Which groups does your case apply to?: | Learners, Professionals, Policy Makers |
| Please describe your practice: | CK-12 Foundation, co-founded in 2006 by Neeru Khosla and Murugan Pal, is committed to providing high-quality, standards-aligned, fully-customizable classroom resources free for all to use. Our free digital textbooks, named FlexBooks® for their flexibility, as teachers can fully edit the materials, have been enhancing learning opportunities in and out of classrooms across the United States of America and beyond. Our in-house content team has worked hard to author over 80 titles, mostly in math and science for middle and high school students. We encourage schools to customize the content to fit their unique scope and sequence: they can pull chapters from different books, rearrange the chapters, delete what they aren't using, add text, video, pictures, and animations, and insert previously created materials - all under the Creative Commons Attribution-NonCommercial-ShareAlike 3.0 license. The FlexBooks® are then made available to use in different formats to fit the level of technology available in the classroom, including PDF, HTML, and ePUB. Teacher materials are available, too! You can start browsing titles and customizing your very own FlexBook® at http://www.ck12.org/flexbook/ Look out for CK-12's new initiative to support self-guided learning coming in 2012! |

### 3. The African Virtual University

| | |
|---|---|
| Which groups does your case apply to?: | Learners, Professionals, Policy Makers |
| Please describe your practice: | The African Virtual University (AVU) Open Education Resources (OERs) Architecture which focuses on the creation, organization, dissemination and utilization of OERs led to the development of a dynamic, rational and comprehensive strategy for collaborative partnerships for African higher education and training institutions. In this regard, the AVU, in partnership with the African Development Bank and 10 African countries have developed 73 textbooks of Maths, Physics, Chemistry, biology, Teacher Education Professional courses, and ICT in education. The 73 textbooks are structured as 4 Bachelor of Education in Mathematics and Sciences. The textbooks are available in 3 languages, French, English and Portuguese, which make a total of 219 modules. As of January 2011, 4000 students were enrolled in programs derived from this initiative. The AVU has gone through the process of building an interactive portal called OER@AVU available at http://oer.avu.org/. The portal hosts AVU commissioned resources, the 219 textbooks developed with 10 countries. Through the portal, the AVU is enabling academics all around the African continent and beyond to access freely AVU resources and share, distribute and disseminate their resources globally and contribute towards Africa's economic development through education. The AVU launched officially the OER@AVU portal in January 2011. The resources have generated 393,000 views from 187 countries in October 2011, meaning that the resources are being access around the world. The AVU OER initiative gained global recognition by wining the OCW People's Choice award in August 2011 http://education-portal.com/articles/OCW_Peoples_Choice_Award_Winners_Final_List.html |

### 4. Creative Commons

| | |
|---|---|
| Which groups does your case apply to?: | Professionals, Organisational Leaders, Policy Makers |
| Please describe your practice: | Publicly funded resources should be openly licensed resources. If the public paid for something, that thing should either (a) be openly licensed (CC BY recommended) or (b) placed directly into the Public Domain. |

After describing the practice as illustrated above, the author(s) were asked to describe how the institution they represent approached quality in OER. Here the question in category 8 deliberately tried to see if the quality stemmed from a process or quality concept within the institution. Also did quality stem from the resources or the practice of those resources, and in either case how does the institution show that quality. And finally what methods, concepts and practices are used to enhance the quality?

### SCORE - UK

| | |
|---|---|
| Quality - OER/OEP: | SCORE assesses the quality of its outputs through formal feedback surveys and is currently working with JISC and HE Academy to assess it's impact on the OER movement within the context of OER projects, through an impact study. In terms of assessing the quality of the SCORE project, the institution assesses quality in terms of the project outcomes. This is monitered through an internal Steering Group consisting of senior managers from across the University. SCORE is also monitored at a national level through the National Role Advisory Board, with representatives from various HEIs as well as HEFCE, JISC and HE Academy. |

### Booki - Finland

| | |
|---|---|
| Quality - OER/OEP: | Booki project is an individual initiative; the quality of OER is determined by the participants of the project through peer-review and open discussion. I believe that the same mechanism can be applied at the institutional level. |

### Valencia University - Spain

| | |
|---|---|
| Quality - OER/OEP: | We use three types of evaluation: 1. Initial Evaluation: While we were creating the course we had some aspects in mind as to the students, the neccesities for that kind of course, the resources we and they had, etc. 2. Process Evaluation: At the same time that the course is developing we had to evaluate the difficulties we and the students found, and correct them 3. Final Evaluation: We evaluate the overall process: difficulties teachers, students and technicians have, comments we received, people who completed the course, people who wanted to do it and they couldn't, and reasons why. Our institution doesn't perceive quality from the perspective of either OER or OEP. |

### Brazil OER

| | |
|---|---|
| Quality - OER/OEP: | The main content offered on the Educate in a Digital Culture Online Study Group are designed by experienced professionals in training teachers for the pedagogical use of digital technologies in the classroom. Educadigital Instituto's staff also selects interesting features already available on the Internet to broaden the participants' references. There is also a specific topic area for the training of participants. Moreover, by creating a network between educators, the group favors the collective creation of new content by the users. We have not evaluated the quality of content posted by users. |

The next two categories of the submittal form requested details about how Open educational Resources and Practices could innovate in institutions and what sort of policy was in place across institutional and national level (Europe and the World) concerning OER and OEP. Institutions responded differently but we are able, at least, to illustrate the differences:

**Brazil OER:**

| | |
|---|---|
| Innovation: | Taking as reference the Brazilian educational landscape, incorporating concepts of copyright and copyleft, open educational resources and authoring methodology of teacher training is an innovative practice, since teachers and schools are accustomed to the use of ready teaching materials. Bring up the concept of "teacher of the author's own practice" is key, as well as the "teacher author who shares information and knowledge." |
| Policy: | Another project developed by the Educadigital Institute, as the regional manager, is the REA-Brazil, in partnership with the Open Society Foundation / George Soros Foundation. It is a project focused on mobilizing actions of public officials and society around the cause REA, an important factor of quality of education in the digital age. |

**The OER Foundation**

| | |
|---|---|
| Innovation: | The OERu provides an example of a strategy innovation approach. Through networked collaboration, institutions can spread the risks of OER and OEP innovation but benefit from the knowledge and experiences gained through incremental and agile development. The OER Tertiary Education network implementing the OERu is the first network that will be able to accredit OER learning towards credible credentials in Africa, Asia, Oceania and North America. |
| Policy: | The overriding policy guiding development of the OERu is open philanthropy. All planning, policies, procedures are developed transparently and released under free cultural works approved licenses as a matter of policy. |

**The Wiki Educator**

| | |
|---|---|
| Innovation: | The free licences used on WikiEducator (predominantly cc-by-sa and cc-by) permit innovation at all levels of the OER development process and beyond in terms of collaborative production, localisation, dissemination, and educational practices. |
| Policy: | WikiEducator users may apply whatever policies are relevant according to the level of the project (departmental, institutional, national, ...). In general, as a matter of principle, OER should be usable and editable with libre software. WikiEducator's policy (for example) specifies that resources must be free cultural works: http://freedomdefined.org/Definition |

Categories 11 to 16 referred to less text driven answers:

11) the actors involved in OER,

**University of Cape Town**:

| | |
|---|---|
| Actors: | Education Development Unit in the Faculty of Health Sciences who does promotion and offer technical support; OER Africa; UCT Open Content; Academics |

12) the initiatives undertaken in OER and OEP to determine how much practice was taking place, or were there just means of access to OER and not more?

**University of Valencia:**

| | |
|---|---|
| Initiatives: | Most of the Spanish universities, as ours, have created different modalities of OER/OEP as: Open Course Ware: http://ocw.uv.es Repositories - RODERIC: http://roderic.uv.es Open Journals as @tic: http//www.uv.es/attic All the Open Educational Resources that were created in our Unit of financed by us, have to be open and use a Creative Common Licence |

13) wanted to know if there were any case studies carried out in OEP

**Math Future:**

| | |
|---|---|
| Open Educational Practices: | Math game design group Moebius Noodles project (birth to five advanced math for parents) |

14) what were the tools and repositories used?

**PEOI:**

| | |
|---|---|
| Tools and Repositories: | PEOI uses nine internally developed cgi procedures related to test questions: 1- to extract concepts subject to questions; 2- to convert concepts into as many types of questions as possible such as multiple choice, true/false, fill-in, calculation, graph or audio based, comparing of images. 3- to reject or edit and save each question; 4- to seed tests by extracting questions from data bank; 5- to administer test one question at a time; 6- to evaluate and comment on test results by student; 7- to record test and evaluation results; 8- to view past test results, wording of question, explanations and student comments; 9- to compare statistics on questions by question, chapter, course and field. |

15) If the author(s) knew of any strategies on OEP or business models they answered?

**Achieve; Inc:**

| | |
|---|---|
| Strategies: | The ability to find resources that align to the Common Core State Standards (CCSS) and evaluate the quality of these resources will be advantageous as states and districts across the USA begin to adopt the CCSS and prepare for common assessments. Providing teachers and administrators with tools like this will help increase use of OER. |

16) Citing the enablers and barriers encountered in the use of OEP.

**DIDASKNOL – Italy:**

| | |
|---|---|
| Current barriers and enablers: | Laziness with principals and teachers. |

The last two questions consisted in furnishing a URL link and creating three tag or key

words, so that others might find the Practice when needed. To illustrate an example of what was expected from the author (s) for the last eight categories:

**The OER Foundation:**

| | |
|---|---|
| Actors: | * Learners * Accredited post-secondary institutions * Executive decision makers * Academic teaching staff * Researchers * Learning design professionals The evidence is openly available for all to see. |
| Initiatives: | * Open planning meetings of the OERu conducted openly on the web * A range of initiatives under the OERu logic model - see: http://wikieducator.org/OER_university/Logic_model * Collaborative development of professional development resources and open access for all educators worldwide, for example Learning4Content wiki skills initiative (worlds largest attempt to build wiki skills for educators in the formal sector) and the Open Content Licensing for Educators open workshop. The pilot attracted +300 participants from +40 countries. |
| Open Educational Practices: | The OERu is a living case study by virtue of our commitment to radical transparency and open licensing. All interested persons are free to join in any of the initiatives of the OERu. |
| Tools and Repositories: | The OER Foundation uses a wide range of tools and repositories. The OER foundation is committed to the essential freedoms and all technologies hosted by the OER foundation are free and open source software. We require the use of open file formats to ensure unrestricted access to all creative works. |
| Strategies: | The OERu business model does not require new money from institutions to participate in the network and recurrent costs for assessment and credentialing services will be recouped on a fee for service basis. |
| Current barriers and enablers: | Enablers: Open philanthropy Barriers: Institutional misconceptions of open education approaches |
| URL to find more information: | http://wikieducator.org/OER_university/Home |
| Please give three keywords for others | Clearinghouse |

## 3. The OPAL Clearinghouse List of Practices

The web-based tools of OPAL work in a way that they ask everybody who wants to contributed a practice to the clearinghouse to register in a first step. Over 170 organizations registered in the OPAL registry online, the criteria being that you could not sit the self-assessment nor submit an institutional practice unless the institution was registered in the database. However, some organizations were content with just being part of the OPAL Initiative but did not yet feel confident enough to do the self-assessment nor were they in a position to submit a practice into the OPAL Clearing House.

Out of the overall number of organizations listed with practices in the Clearing House, 12 organizations contributed one or more actual practices to the Clearinghouse.

**Table 1: List of Organizations contributing to the OPAL clearinghouse.**

| | |
|---|---|
| 1. | **Aalto University School of Economics** |
| 2. | **Acharya Narendra Dev College (University of Delhi)** |
| 3. | **Achieve, Inc.** |
| 4. | **African Virtual University** |
| 5. | **Athabasca University** |
| 6. | **Australian OER Initiative - government funded** |
| 7. | **AUT University** |
| 8. | **Bangladesh Open University** |
| 9. | **BCcampus.ca** |
| 10. | **Biomedical and Molecular Sciences, Queen's University, Kingston, Canada** |
| 11. | **Bristol University and 13 other HE partners** |
| 12. | **Cambridge University** |
| 13. | **CK-12 Foundation** |
| 14. | **Community College Campus** |
| 15. | **con.moz - Centre for Internet ICT** |
| 16. | **Creative Commons** |
| 17. | **Curriki** |
| 18. | **De Montfort University** |
| 19. | **DIDASCA - The First Italian Cyber Schools for Lifelong Learning** |
| 20. | **Duisburg Essen University** |
| 21. | **Ellinogermaniki Agogi** |
| 22. | **European Association of Distance Teaching Universities (EADTU)** |
| 23. | **Exeter University** |
| 24. | **FGV Online** |
| 25. | **Finnish eLearning Centre** |
| 26. | **Flemish Association for Development Cooperation and Technical Assistance/ Vietnam/ Teacher Training** |
| 27. | **Foothill-De Anza Community College District (FHDA)** |
| 28. | **FOSSFA (Free Software and Open Source Foundation for Africa) and the 'Deutsche Gesellschaft für Internationale Zusammenarbeit' (GIZ)** |
| 29. | **Gedaref digital city organization GDCO** |
| 30. | **German national research funding organisation DFG** |
| 31. | **German OER test of OEP tool, University of Duisberg-Essen** |
| 32. | **University of Kent** |

33. iEducate Consortium: Research House UK Ltd, Knowing Hand Ltd,Tinta Utbildning Ltd, Civil Radio, Future 21 Century Foundation, Wisamar Bildungsgesellschaft
34. Indonesian NGO
35. Institute for Education
36. Institute for the Study of Knowledge Management in Education (ISKME)
37. INSTITUTO DE INVESTIGACIONES Y ESTUDIOS SUPERIORES ESCANDINAVO MEXICANO
38. Instituto Educadigital (www.educadigital.org.br)
39. Instituto Tecnológico y de Estudios Superiores de Monterrey (ITESM)
40. INTERACTiC 2.0
41. iNTERCATIVE LEARNING OF PHYSICS
42. LAMS Foundation & Macquarie University
43. Math Future
44. Media Lab at the Aalto University (Finland), Centre for Educational Technology at the Tallinn University (Estonia)
45. MoodleRooms
46. Multimedia Kontor Hamburg, The University of Hamburg,
47. National Board of Education in Finland
48. National Institute of Adult Continuing Education (UK) NIACE
49. National Research Council / Institute for Information Technology / Learning and Collaborative Technologies
50. Netherlands National Commission for UNESCO and ASP-schools Netherlands
51. Norwegian University of Science and Technology
52. OER university
53. OPEN DIGITAL UNIVERSITY
54. Open Universiteit Nederland, Kennisnet
55. OPEN University, United Kingdom
56. Oxford University, United Kingdom
57. pedagogy.ir, Ireland
58. PEOI - Professional Education Organization International
59. Peoples-uni - People's Open Access Education Initiative
60. Shippensburg University, Department of Teacher Education
61. Sociallearnlab
62. Swiss Universities
63. TEHNE- Centre for Innovation in Education
64. TEMOA - Tecnológico de Monterrey System, México
65. TESOL - Teachers of English to Speakers of Other Languages
66. The Community College Consortium
67. The Dutch Open Universiteit Nederland
68. The Free Technology Academy (FTA)
69. The Higher Education Funding Council for England
70. National Digital Learning Resources (NDLR) 21 HEA funded partners
71. The Saylor Foundation

| | |
|---|---|
| 72. | Thompson Rivers University |
| 73. | Tiger Leap Foundation, Estonian e-learning Development Centre, Tallinn University Centre for Educational Technology |
| 74. | UNESCO |
| 75. | Unisul |
| 76. | Universidad de Cantabria |
| 77. | Universitat Heidelberg |
| 78. | Universitat Oberta de Catalunya |
| 79. | University College London |
| 80. | University Of Cape Town |
| 81. | University of Leicester |
| 82. | University of Nottingham |
| 83. | University of São Paulo |
| 84. | University of the West Indies Open Campus |
| 85. | University of Tunis |
| 86. | University of Valencia |
| 87. | University of Westminster |
| 88. | Vienna University of Economics and Business |
| 89. | Wasasan Open University |
| 90. | Western Governors University |
| 91. | WikiEducator |
| 92. | York University |
| 93. | ZUM Unity |

As stated earlier, 112 practices were submitted to the OPAL database, with some of the more developed institutions submitting more than one practice, if not multiple practices of OER. A comprehensive list of all the practices title and description is given below.

**Table 2: List of all Practices in the OPAL Clearinghouse**

| | |
|---|---|
| 1. | metaOER: Open Resources on Open Educational Resources |
| 2. | (HEFCE) The Higher Education Funding Council for England |
| 3. | A SOCIETY FOR ALL through EDUCATION |
| 4. | An OERs-Based Digital Textbook for Instructional Technology |
| 5. | An online platform for sharing best practices on ICT for Active Teaching and Learning |
| 6. | Researchers talking directly about their work to teachers, teacher-trainers and teacher-trainees is one way to link theory and practice http://www.tesolacademic.org/ |
| 7. | AVO and SOMETU - Open networks for learning |
| 8. | BCCampus Model |
| 9. | BCcampus OER |
| 10. | Blogging |
| 11. | Brazil OER / Educate in a Digital Culture Study Group / Consulting |
| 12. | CampusContent |
| 13. | Casa das Ciências |
| 14. | cataloging process by librarians. |

15. CCCOER: The Community College Consortium for Open Educational Resources
16. COLORS: COoperative Learning Object Repository System
17. Combining OER with paid for resources for self-paced, online students
18. Community College Consortium for Open Educational Resources and the CCOT project
19. Connecting the Dots in the Open Education Space: Repurposing, Aligning, Framing, and Supplementing Open Content to Produce End-to-End Open Access Courses
20. connecting the unconnected
21. Creating News, Enabling Dialog
22. Creation, Repurpose, Assurance and Sharing of OER Initiative - WOU
23. Creative Commons Support in University of Cape Town IP policy
24. Describing teachers' experiences in using OER
25. Designing for Openness: Carpe Diem
26. DIDASknol
27. Community Sharing
28. EDU.FI – online learning materials service offered by the National Board of Education in Finland
29. EducaNext
30. EDUCATIONAL OPPORTUNITIES FOR PEOPLE AND PEASANTS
31. Elearning.Romania
32. ERP lecture scripts of UDE open for reuse
33. Estonia country network
34. Evaluating potential OER
35. Evangelising in support of OER
36. Exposing practice through blogging
37. Forsdyke Evolution Academy
38. Free and Open Educational resources - Treasure chest or irrelevance for adult learners? - National debate.
39. Health Education and also Practice course development
40. ict@innovation: Free your IT-Business in Africa through Open Training (Material) on FOSS Business Models
41. iEducate
42. Improved stoves supply in Katoro village
43. Innovative OER in European Higher Education
44. Interactic
45. iNTERCATIVE LEARNING OF PHYSICS
46. iTeach: a teacher training programme for the XXI Century
47. OCW Tecnológico de Monterrey (http://ocw.itesm.mx)
48. KELDAmed
49. Languages Open Resources Online (LORO)
50. Learning object for computer programming
51. LeMill
52. Massive Open Online Course (MOOC)

53. Math Future Network
54. Mobile internet and web apps for real-life contexts in Mozambique
55. Modular Object-Oriented Dynamic Learning Environment(Moodle)
56. MOOC: New Literacies and New Connectivist Environments
57. Multimedia Training Videos, University of Westminster
58. OCW in University of Cantabria
59. OER Commons Teacher Training in Open Educational Practice
60. OER Rubrics and Evaluation Tool
61. OER university
62. OER: Spreading Knowledge Unrestrained, ANDC, University of Delhi
63. OER@AVU: AVU contributing to global knowledge through open textbooks
64. OER4Schools Project – Cambridge University
65. OLnet
66. onniuw@ervfsk.com
67. Open courses offered by FGV Online
68. Open development of master course materials on Free Technologies
69. OPEN DIGITAL UNIVERSITY
70. Open from the start: creating OER in public
71. Open Learning Environment for Low Countries Early Modern History, University College London
72. Open Policy
73. Open Science Resources: Eratosthenes' Measurement of Earth's circumference
74. OpenER, a Dutch initiative in Open Educational Resources
75. OpenExeter
76. Opening Textbooks to Personalize Learning
77. OpenSpires – Oxford University
78. Outreach and Education: Sharing our Knowledge
79. Peer production of the WikEducator open community governance policy
80. Peoples-uni
81. Podcampus
82. Professional Education, Testing and Certification
83. Promotion Kit for using OER at Community College Campus
84. Recognizing and accrediting learning from OERs: Thompson Rivers University Open Learning
85. Repurposing (parallel publishing) of videos for university courses as OER
86. Requesting permission to use copyrighted materials
87. Selection & broadcasting of professional research articles related to pedagogy (from theory to practice).
88. Selection of E-learning Personalization Strategies
89. Self-Growing Learning Community Technological Manual
90. Sharing haematology OER to global audiences.
91. Sharing Learning Designs: The LAMS Community

92. **Sharing OER practices with other universities**
93. **SlideSpeech**
94. **Small steps - giant leap: writing a book collaboratively.**
95. **Socialearn**
96. **Support Centre for Open Resources in Education**
97. **Teaching Resources on Undergraduate Economics (TRUE), Bristol University and 13 other HE partners**
98. **The Curriki Community Process for social knowledge creation**
99. **The GITTA Project**
100. **The National Digital Learning Repository**
101. **The Open Learn Initiative**
102. **UCT Health OER**
103. **UNESCO OER Programme**
104. **UnisulVirtual**
105. **U-NOW, University of Nottingham**
106. **Using OER in academic study**
107. **Using OER in Entrepreneurship Training**
108. **Usng OER to improve time to development and quality of teaching/learning materials**
109. **USP FLOSS Competence Center**
110. **Utilizing senior students in adapting teaching and learning materials as open educational resources at the University of Cape Town**
111. **wikiwijs**
112. **Zentrale für Unterrichtsmedien**

The overall quality of the 112 practices was very high. After practices were submitted as of October, 2011 they were submitted for editing by a UNESCO OPAL member of the consortium. The practice was first read through to ascertain that there were no grammar or spelling mistakes. Then the editor verified that the practice referred to the various criteria stated in the submittal form. For example whether the practice indicated a re-purposing of OER, sharing of OER and policy-making of open educational practices and if this was the case, how did the practice description match the criteria proposed.

The editing allowed OPAL to see that a great many organizations and networks have become fully embedded into the OER movement, and efforts are being made to extend OER into partnerships with other organizations. Also practices are being used as illustrations of how the potential of OER can be strengthened by renewal, openness and re-usage.

No practices were rejected from the OPAL Clearing House, as an explanatory note because the form that was filled in to submit the practice was quite thorough in what were needed to be written or not.

Please refer to Annex 2 for the complete list of Clearinghouse Practices.

# 4. Sustainability

As stated in the D6.6 document, the life of the Open Educational Quality Initiative is not over but will continue existing, though in slightly different forms. The objective of the OPAL project was to move away from the tight end of open resources inertia, digitalization and repositories to an area where the use of OER was shown how to work in an educational, open context. The OPAL Clearing House is a living, on-line proof of OEP activity around the globe. Users can see how institutions and initiatives started in undertaking OER as a learning tool, and by reading through the variety of practices available conceptually see where the stumbling blocks were and still are, where openness has worked and who among the target groups will find the experience of the practice to be the more beneficial.

The joint axe of the Clearing House and Self-Assessment from the OPAL project have largely laid down the foundations on how OER institutions and initiatives will deem quality and accreditation in the future. Both the Clearing House and the self-assessment tool will be seen as the cornerstones of current OER initiatives notably the OERu consortium, which is looking for a template regarding accreditation and OER mutability.
http://wikieducator.org/images/7/7d/OERu.pdf.

The Clearing Hose is a clear blueprint of how to move forward in the current OER paradigm. UNESCO will continue to promote OPAL but it will be the European Foundation for Quality in E-Learning (EFQUEL) who will now continue to host the OPAL Clearinghouse of practices on its main portal.This will ensure that the main objective of the OPAL project is continued, to ensure that the practice and openness of open educational resources will be innovative.

The current submissions can be viewed and contributors will be encouraged to share their practices for the future, and in the meantime further inroads have been made to promote Open Educational Practices pending the OPAL findings.

As it was made clear at the Online Educa Conference held at the end of November, 2011 the OPAL initiative drew enormous attention and plaudits for the methodology, criteria, openness and discussion of the two year project.
As an extension of the Open Educational Initiative (OPAL), EFQUEL (the European Foundation for the Quality in E-Learning) has also devised the OERtest, which was formerly mentioned in the D6.6 delivrable document and the introduction to this document; whereby the OPAL initiative was also responsible for trying to lay out the foundations for the creation of degrees and accreditation systems based on OER.

## OERTest - Information

Provision of Open Educational Resources is gaining increasing traction within Europe, with HEIs (Higher Education Institutions) across the continent beginning to offer a selection of, or entire courses online through their web portals, or through initiatives such as the Open Courseware Consortium. Yet Open Educational Practice is still mainly an ad-hoc activity, embarked upon as an adjunct to the public mission of a university, as a marketing initiative, or on the initiative of individual members of staff within a particular HEI.

The premise of the project is that thanks to reforms in HE in Europe designed to make more flexible learning pathways and brought about by the Bologna Process, the EHEA is in a unique position to experiment and develop OER into a new form of provision which merges the traditions of recognition of non-formal learning and of distance provision.

So as a result the project will create a framework for provision of OER within Europe through the:

- creation of a single portal for accessing Euro-centric OER content
- development of quality standards, assessment guidelines, financial models, curricular provisions and any other
- administrative requirements necessary to allow for HEIs within the EU to assess learn-

ing received exclusively through OER
- assessment of the feasibility for EU HEIs to offer assessment services for OER
- establishment of a European network to promote and follow the development of OER and Open Educational Practices within the EHEA

The assessment model to be proposed would follow these principles:

- an HEI offers a test or coursework assignment for work within an OER online module, equivalent to that given for completion of the 'real' module
- where appropriate, additional exercises may be added to the assignment to guarantee that the student's 'presence' was actually persistent during the course
- an HEI would offer ECTS for passing the assessment, but these would not be directly linked to a programme.
- The pilot would test the feasibility of these activities

## Annex 1 – Full Practice Questionnaire

# SUBMIT AN OEP BEST PRACTICE

Share specific examples of your open educational practices with others! Provide a description of your best practice, noting whether it refers to innovation, improving quality, learning, using OER or something else, and press 'submit'. The editorial team may ask questions or request clarification, but once approved, your submission will be published as an example of good open educational practices.

**Give your story/ experience/ practice a title:**

*

**Are you Describing:**

- A Best Practice within a Specific Organisation
- A Best Practice within a project or network

**Institute / Department / Unit**

**What is your case about?**

What does your case refer to?

- Creation of OER
- Using OER
- Repurposing OER
- Sharing OER
- Usage of OER
- Vision of OEP
- Strategy and/or Policy for OEP
- Business Model for OEP
- Partnerships
- Relevance: How to Convince Others of OEP?
- IPR Framework for OEP
- Incentives and/or Motivation
- Open Educational Practices
- Commitment, Mindsets and Attitudes
- Tools for Sharing
- Quality Concepts
- Skills and Knowledge for OEP
- Digital Literacy
- Support Mechanisms

☐ Any other area

Which groups does your case apply to?

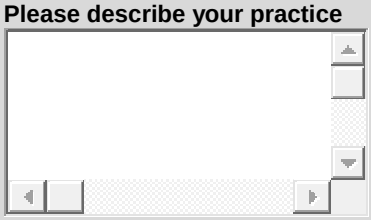
☐ Learners

☐ Professionals

☐ Organisational Leaders

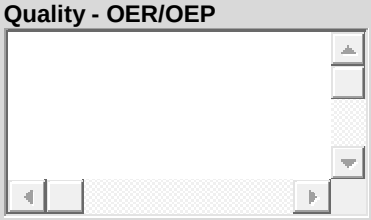
☐ Policy Makers

**Please describe your practice**



Please be specific. Describe how you managed to achieve greater openness in educational practices, policies or other fields. What were the challenges you encountered to start with? What works in your view? Were there particular phases you had to go through to achieve the result? How can others best learn from your experience? Please upload additional material, or give a link to a helpful resource, tool, description, website, etc.

**Quality - OER/OEP**

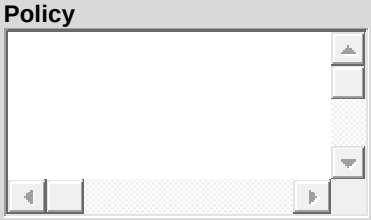


How does the institution approach quality in OER? Is there any current indication of a quality concept or process? Does the institution perceive quality from the perspective of the quality of open educational resources or the quality of open educational practice? How does the institution show quality through OEP versus quality of OEP? What methods, concepts and practices are used to enhance the quality of OEP?

**Innovation**

How can OER/OEP innovate educational practices? What current innovative practices are there in the institution? Please do not regard innovation from just a technology perspective!

**Policy**



What are the current OER/OEP policy arrangements at institutional and national level across Europe/the World?

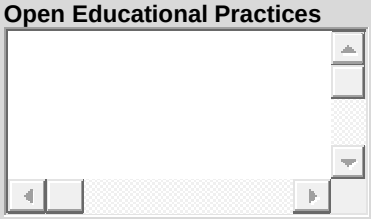
**Actors**

What actors are involved in OER/OEP? Is there any evidence to show that OER actors do not always promote OEP but “only” access to OER?

**Initiatives**

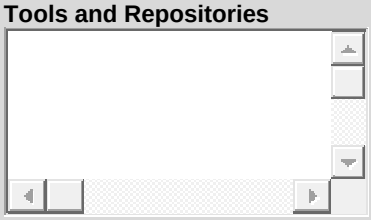
What OER/OEP initiatives can be evidenced? Is there any evidence to show that OER initiatives do not always promote OEP but “only” access to OER?

**Open Educational Practices**



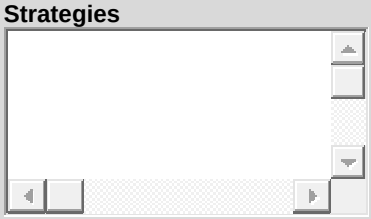
Can you identify some case studies/ descriptions which form the illustrative base for a more general model of OEP?

**Tools and Repositories**



What tools and repositories are being used to deliver OER/OEP? For example GLOW, Connexions
Are there any other special tools for OER/OEP? e.g. Cloudworks, in which practices can be discussed and validated?
Are there any tools for Visualisation? e.g. CompendiumLD
Are there any tools for Argumentation? e.g. Cohere

**Strategies**



Can you identify any strategies for organisations to use OER/OEP? Can you identify any business models that promote OER/OEP?

**Current barriers and enablers**

What are the barriers to the use of OER/OEP? Is there any evidence to how these barriers have been overcome? What are the enablers to the use of OER/OEP?

**URL to find more information**

**Please give three keywords for others to find your case:(tags)**

# Annex 2 – Complete List of OPAL Clearinghouse Practices

**1/108 Olnet**

| **Give your story/ experience/ practice a title:** | **OLnet** |
|---|---|
| **Are you Describing:** | A Best Practice within a project or network |
| **Which Organisation is the practice from?** | |
| **Institute / Department / Unit** | Open Learning Network - OU, UK is a member. |
| **What is your case about?** | Innovation |
| **What does your case refer to?** | Repurposing OER, Vision of OEP |
| **Which groups does your case apply to?** | Professionals |
| **Please describe your practice** | The William and Flora Hewlett Foundation are supporting the development of this Open Learning Network – OLnet – over 3 years to the end of February 2012. The project aims to bring researchers and educators together in an intelligent social network to share knowledge on the development of Open Educational Resources (OER). Run by The Open University, UK and Carnegie Mellon University in the States – two major advocates of equalising access to higher education – the aim is to use collective intelligence to identify the big questions. Going beyond the universally available technologies for mass collaboration such as wikis, forums and blogs, the network will analyse community contributions to gain insights from debate and move idea generation towards innovative practice. Research will be focussed on the most urgent educational needs across the globe – from how OER are most effectively used in developing countries to working out how anyone can gain qualifications from free access to university course content online. Since 2000, the William and Flora Hewlett Foundation have spent around $80 million on kick-starting the OER movement, encouraging some major players like MIT and The Open University to provide proof of concept projects like MITOCW and OpenLearn. Globally, over 150 universities are already engaged in the OER movement. The next step is to encourage more Higher Education institutions to exploit the knowledge gained in this 'start-up' phase, making free access to HE resources universally available. The challenge will also be to stress-test current knowledge, using emerging technologies to improve on community generated ideas. With the growing rise in access to the internet and government's beginning to sponsor OERs, the time is right for growth. Establishing an evidence base and research framework for the emerging field is essential. The key challenge for OLnet will be in making sure the lessons learnt are taken forward into OER projects as the movement grows, and the |

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| | production of OER remains leading edge whilst becoming commonplace. |
| **Quality - OER/OEP** | |
| **Innovation** | |
| **Policy** | |
| **Actors** | |
| **Initiatives** | |
| **Open Educational Practices** | |
| **Tools and Repositories** | |
| **Strategies** | |
| **Current barriers and enablers** | |
| **URL to find more information** | http://olnet.org |
| **Please give three keywords for others to find your case:(tags)** | |

**2/108 OER Commons Teacher Training in Open Educational Practice**

| Give your story/ experience/ practice a title: | OER Commons Teacher Training in Open Educational Practice |
|---|---|
| **Are you Describing:** | A Best Practice within a Specific Organisation |
| **Which Organisation is the practice from?** | Institute for the Study of Knowledge Management in Education (ISKME) |
| **Institute / Department / Unit** | ISKME / OER Commons / OER Professional Development |
| **What is your case about?** | Improving Quality |
| **What does your case refer to?** | Creation of OER, Using OER, Repurposing OER, Sharing OER, Usage of OER, Open Educational Practices, Commitment, Mindsets and Attitudes, Tools for Sharing, Quality Concepts, Skills and Knowledge for OEP, Digital Literacy |
| **Which groups does your case apply to?** | Professionals |
| **Please describe your practice** | ISKME's OER Commons Teacher Training Initiative offers teachers a collaborative professional development model centered on engagement with Open Educational Resources (OER). Since 2009, ISKME has trained over 1,500 teachers from 25 countries in its program focused on collaborative innovation and social learning using open curriculum and open teacher-led approaches. Our efforts have focused on developing and iterating on a model for professional learning for teachers that positions ISKME-facilitated peer-led engagement with OER as an innovative strategy for supporting creative collaborative practices for teaching and learning. It also provides opportunities for continuous improvement of teacher professionalism, as well as improving the quality, relevance, and accessibility of resources. Through the OER Commons initiative, we find that teachers often lack digital skills, awareness of the potential benefits of OER, and facility with making, remixing, and sharing content with their peers. Research conducted on the impact of teachers' participation in ISKME's OER training has shown that OER professional development workshops have supported teachers in creating, using, sharing and reusing OER. Specifically, our research revealed that teachers have not only created their own OER since participating in the workshops, but have also incorporated OER into their teaching practices and have used it for their own learning. Further, although uses of OER since their participation in the workshops were found to center around classroom preparation, teachers reported enhanced collaborative curriculum |

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| | development practices—both with their students and their colleagues since the workshops. |
| **Quality - OER/OEP** | ISKME catalyzes teachers and learners in the shift from a consumer culture for educational resources, to one in which teachers gain leadership and support to adapt and develop resources for their own needs, and then share those resources with others. ISKME works directly with teachers and students to engage with learning resources through processes that a) involve continuous improvement, b) require collaboration and social learning, and c) build expertise from within and from the bottom-up. OER Commons aggregates high-quality resources from content providers that have peer review processes in place as well as from individual content creators. We encourage members of the site to rate and review open teaching and learning materials as well as to recommend and contribute content themselves. Quality integrates both top-down and bottom-up processes around OER curation. We develop and train educators in the creation, use, and sharing of OER in order to empower teachers to leverage their expertise, improve their practice, and deepen student learning based on open collaborative practices. |
| **Innovation** | ISKME, as a leader in research on social learning and open education, offers professional development workshops and continuing education for teachers focused on innovative concepts and practices related to digital and social learning, and open education curriculum. Through its OER Commons initiative, ISKME integrates a range of innovative collaborative practices using open-source learning content, or Open Educational Resources (OER), with a research-based pedagogy focused on participatory learning for K-20 teachers and learners. OER is a part of a shift happening in education that aims to support shared teacher expertise and peer-based learning. As such, free and open content is not only a new economic model for schools and students, but also a primary vehicle for disseminating more flexible, adaptable curricula that support learner-centric approaches. Engagement with OER is a key component of ISKME's "collaboratory" model for teaching and learning that we help to develop and facilitate. We guide teachers to model the approaches of scientists and designers using real-world issues. The approach is cross disciplinary, for example, by integrating the arts, social justice, and design |

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| | thinking into lessons, and with the OER Commons Green project specifically, on climate change, renewable energies, plant science, and green technologies. In the process, teachers identify, produce, and share resources and techniques to use with their students. |
| **Policy** | ISKME's teacher professional development model provides a comprehensive "platform", which includes the technological infrastructure, the community of practice context, OER-focused curriculum, instruction, and network of support and feedback. This includes training to improve search for OER, collaboration on creation of OER, linking pedagogical information to resources, aligning OER to curriculum standards, and together with ISKME's efforts through OER Commons to align metadata standards across repositories, we support a base of engaged users worldwide to impact policies around open generally. |
| **Actors** | During the last two years, we developed a model for professional development so that teachers can be trained and supported in their search for and use of OER materials, and to gain familiarity with collaborative tools, such as wikis, social bookmarking, and social networking applications as they engage with OER and with each other. In our approach, OER is a key component in a collaborator approach to teaching, which relies on the shift of the role of the instructor from consumer to creator. ISKME will continue to directly provide and scale its professional development offering and serve as a hub for encouraging others to adopt and adapt its openly shareable models. |
| **Initiatives** | The basis for our model of professional development and engagement, and the research and theories behind this work, has been supported by ISKME's research agenda on information use and knowledge sharing since 2002. Most recently, our research has examined mechanisms and models for building teacher communities around shareable resources and the impact of OER on teaching and learning, using mixed-methods approaches that include survey, interviews, and observations of teachers, learners and other OER stakeholders. As such, ISKME's professional development programs have been designed to be a dynamic experience for educators, giving them new tools for collaboration and resource sharing, such as: exercises aimed to establish deep listening and trust; online collaborative tools such as wikis and social net- |

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| | works to create content and share expertise; access to high quality, freely available online resources that inspire innovation in the classroom; experience with designing challenge-based activities that address real-world issues; time to reflect on their current teaching practices translate to what they learn directly to their teaching. Our summer academies, school and conference-based teacher workshops have focused on the nexus of environmental science, agriculture, renewable energy, and green design thinking to help teachers gain confidence and expertise to work across disciplines with real-world relevance and potentially high engagement for students at all grade levels. Our aim is to go beyond access, to use and reuse, and, thereby to deeper learning for both teachers and students. |
| **Open Educational Practices** | ISKME's OER professional development curriculum includes the following: • Finding freely available online teaching and learning resources, understanding the importance of descriptive metadata and search criteria • Understanding the benefits of user-created annotations and knowledge sharing, such as tags, ratings, reviews, and bookmarking, to augment searches for their peers and organize materials for themselves • Evaluating online lessons and other resources that support their teaching • Experiential learning and sharing activities, including improvisation, role-playing, and concept mapping of their own teaching processes • Reflecting on their teaching process by making and presenting a visual representation of how they find resources for the classroom and who they collaborate with. • The value of the OER movement in Education, as well as the process of finding, sharing, creating and remixing OER using OER Commons. • Connecting to innovative projects outside of school to inspire new ideas in their teaching. • Using collaborative online tools to create, share, and remix OER. • Going through a design thinking activity that uses storytelling to collect data to brainstorm ideas for an innovative OER Project, then prototyping their design ideas with a three-dimensional model that they present to the group. Participants receive feedback to refine their prototypes before documenting their OER Project with links, images, videos, and resources on a wiki space. • Understanding new teaching and learning strategies in the context of Open Educational Resources, in that curricular materials |

| | |
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| | that can be shared, adapted, and improved, are an important element in improving teaching practice and supporting peer-based learning. • Connecting adaptable and collaborative content to concepts around sharing, open source, intellectual property and Creative Commons licenses. • Collaborating with other teachers, and learning the basics of using collaborative online social networking and digital content creation tools and practices. • Through an understanding of metadata and knowledge sharing as well as an introduction to licensing that makes content legal to adapt and share online, participants gain practice in resource creation within a wiki environment and then participate in metadata creation by adding their own items to OER Commons. |
| **Tools and Repositories** | Since 2007, OER Commons (http://www.oercommons.org) has served as an intermediary for open and freely available content providers and emerging open education practitioners at all levels. In February 2011, ISKME launched our Green Micro-site with Greek partner Agro-Know. The micro-site is found at the following link: http://www.oercommons.org/green. The site aggregates sustainability-related learning resources and features next generation interdisciplinary lesson plans such as STEAM (Science Technology Engineering Art and Math) resources. By using a wiki (http://wiki.oercommons.org) teachers are guided and encouraged to collaboratively create and share content that licensed using Creative Commons licenses. Together with AgroKnow, ISKME helped facilitate an open innovation event focused on growing green ideas in October 2011 (http://wiki.agroknow.gr/agroknow/index.php/Green_Ideas_2011). By engaging with over 350 content providers of OER from around the world, OER Commons encourages the use of many other platforms and tools to engage with open and freely available materials. |
| **Strategies** | Since the launch of OER Commons initiative in 2007, ISKME has conducted research that has evaluated various OER project learnings and knowledge to inform the field on OER sustainability, scalability, and effectiveness, specifically applied to ways of supporting teaching and learning through collaborative practices. Demonstrating OER scalability will depend on developing and tracking indicators around |

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| | mainstreaming OER, such as levels of openness, access, transparency, use of open data, research, and communications associated with resources and their use. This research is shared with the OER community through conferences, talks, and journals, and is also a key component of our continuous learning strategy as we refine and develop our strategies for discovery of OER as well as for our OER professional development programs. |
| **Current barriers and enablers** | Since 2009, OER Commons professional development programs have implemented strategies and activities in order to achieve the following objectives: • Build and leverage partnerships with K-12 teachers, schools, and districts, higher education institutions and other organizations interested in piloting OER integration into teaching practice • Create and pilot a summer teacher academy and individual workshops focused on OER creation and use • Provide online and webinar-based support and instruction • Offer curricular materials to support integrating OER processes into teacher practice. • Pilot a train-the-trainer program through facilitated OER Fellowships that cultivates new leaders related to OER creation and use among teachers • Enhance resource discoverability through metadata aggregation, sharing, federation, and related social networking features. • Pilot a micro-site for aggregated resources around topics of interest to teachers, students, as well as content providers • Build upon current concentrations in science and interdisciplinary OER, as a way to expand ISKME's existing curriculum and teacher training workshops, and to support a system-wide culture of creating and sharing interdisciplinary pedagogy. • Gather, evaluate, and share the project's resources and knowledge to inform OER sustainability and scalability specifically by continuously examining, capturing and sharing lessons learned about OER effectiveness through informed research. Through our work with teacher professional learning and the continued leveraging and improvement of OERCommons.org, ISKME has demonstrated that it plays a vital leadership role in OER education, infrastructure, and research. ISKME's OER research in the U.S., Europe, and South Africa has revealed how teachers' exposure to OER, tools and professional development cultivates collaboration among teachers, as well as new conversations and reflection about teaching practices and roles |

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| | (Petrides et al., 2010a; Petrides et al., 2010b). Research conducted on the impact of teachers' participation in ISKME's OER training has shown that OER professional development workshops have supported teachers in creating, using, sharing and reusing OER. Specifically, the research revealed that teachers have not only created their own OER since participating in the workshops, but have also incorporated OER into their teaching practices and have used it for their own learning. Further, although uses of OER since their participation in the workshops were found to center around classroom preparation, teachers reported enhanced collaborative curriculum development practices—both with their students and their colleagues since the workshops. |
| **URL to find more information** | http://wiki.oercommons.org/mediawiki/index.php/Projects |
| **Please give three keywords for others to find your case:(tags)** | |

**3/108 Sharing OER practices with other universities**

| Give your story/ experience/ practice a title: | Sharing OER practices with other universities |
|---|---|
| **Are you Describing:** | A Best Practice within a project or network |
| **Which Organisation is the practice from?** | |
| **Institute / Department / Unit** | University of Cape Town |
| **What is your case about?** | Something Else |
| **What does your case refer to?** | Relevance: How to Convince Others of OEP? |
| **Which groups does your case apply to?** | Organisational Leaders |
| **Please describe your practice** | The OER team at the University of Cape Town were invited by one of the Deputy Vice Chancellors, Prof Magda Fourie-Malherbe and the IT in Teaching and Learning Committee of the University of Stellenbosch on 11 August 2011 to present our OER strategy to them to help them think though what they might do with respect to OER. Hodgkinson-Williams, CA & Cox, G (2011) Open Educational Resources at the University of Cape Town. Presented to Deputy Vice-Chancellor, Prof Magda Fourie-Malherbe and the IT in Teaching and Learning Committee of the University of Stellenbosch, 11 August 2011, Stellenbosch. Retrieved from: https://vula.uct.ac.za/access/content/group/95dfae58-9991-4317-8a1d-e2d58f80b3a3/Workshops_presentations/2011/Open%20Educational%20Resources%20at%20the%20University%20of%20Cape.pdf |
| **Quality - OER/OEP** | |
| **Innovation** | |
| **Policy** | |
| **Actors** | |
| **Initiatives** | |
| **Open Educational Practices** | |
| **Tools and Repositories** | |
| **Strategies** | |
| **Current barriers and enablers** | |
| **URL to find more information** | |
| **Please give three keywords for others to find your case:(tags)** | |

**4/108 Promotion Kit for using OER at Community College Campus**

| Give your story/ experience/ practice a title: | Promotion Kit for using OER at Community College Campus |
|---|---|
| **Are you Describing:** | A Best Practice within a Specific Organisation |
| **Which Organisation is the practice from?** | |
| **Institute / Department / Unit** | CCCOER |
| **What is your case about?** | Something Else |
| **What does your case refer to?** | Strategy and/or Policy for OEP |
| **Which groups does your case apply to?** | Professionals, Organisational Leaders |
| **Please describe your practice** | The Campus Promot Kit is a set of materials to promote the use of OER on a community college campus. Increasingly, educators are getting involved with open educational resources initiatives. Yet, most existing resources are most appropriate for K12 and university settings. Community colleges need OERs and tools in order to apply their unique experiences and knowledge. The Kit contents include: Marketing Materials Introduction to Open Educational Resources Tutorial Quick Start Guide Open Textbook Adoption Worksheet Sample OER Needs Assessment Survey Policies and Models Professional Training Tutorials and Courses Directories and Repositories Open Content Licenses and Copyright information Universal Accessibility Case Studies OER Commons Make Textbooks Affordable – Faculty Actions OER Workshop Toolkit (Learning4Content) Glossary References Community college educators can benefit from knowing what other colleges have done to promote OER: * What resources did they use? * What materials did they develop? * What programs worked? * What samples do they have? In a time when the OER movement is growing rapidly and everyone is looking for resources, being able to review and use materials that have already been developed may give educators the information and motivation to launch an OER initiative on their own campuses. |
| **Quality - OER/OEP** | |
| **Innovation** | |
| **Policy** | |
| **Actors** | |
| **Initiatives** | |
| **Open Educational Practices** | |
| **Tools and Repositories** | |
| **Strategies** | |
| **Current barriers and enablers** | |
| **URL to find more information** | http://oerconsortium.org/campus-kit |
| **Please give three keywords for others to find your case:(tags)** | |

**5/108 (HEFCE) The Higher Education Funding Council for England**

| **Give your story/ experience/ practice a title:** | **(HEFCE) The Higher Education Funding Council for England** |
|---|---|
| **Are you Describing:** | A Best Practice within a project or network |
| **Which Organisation is the practice from?** | |
| **Institute / Department / Unit** | HEFCE |
| **What is your case about?** | Improving Quality |
| **What does your case refer to?** | Strategy and/or Policy for OEP |
| **Which groups does your case apply to?** | |
| **Please describe your practice** | The Higher Education Funding Council for England (HEFCE) distributes public money for teaching and research to universities and colleges. In doing so, it aims to promote high quality education and research, within a financially healthy sector. The Council also plays a key role in ensuring accountability and promoting good practice. The Goals of HEFCE: - distribute money to universities and colleges for higher education teaching, research and related activities - fund programmes to support the development of higher education - monitor the financial and managerial health of universities and colleges - ensure the quality of teaching is assessed - provide money to further education colleges for their higher education programmes - provide guidance on good practice. |
| **Quality - OER/OEP** | |
| **Innovation** | |
| **Policy** | |
| **Actors** | |
| **Initiatives** | |
| **Open Educational Practices** | |
| **Tools and Repositories** | |
| **Strategies** | |
| **Current barriers and enablers** | |
| **URL to find more information** | http://www.hefce.ac.uk/ |
| **Please give three keywords for others to find your case:(tags)** | |

**6/108 CCCOER: The Community College Consortium for Open Educational Resources**

| **Give your story/ experience/ practice a title:** | **CCCOER: The Community College Consortium for Open Educational Resources** |
|---|---|
| **Are you Describing:** | A Best Practice within a Specific Organisation |
| **Which Organisation is the practice from?** | |
| **Institute / Department / Unit** | CCCOER |
| **What is your case about?** | Using OER |
| **What does your case refer to?** | Creation of OER, Using OER, Repurposing OER, Tools for Sharing, Support Mechanisms |
| **Which groups does your case apply to?** | Learners, Professionals |
| **Please describe your practice** | The primary goal of the Community College Consortium for Open Educational Resources is to identify, create and/or repurpose existing OER as Open Textbooks and make them available for use by community college students and faculty. We are seeking the support of faculty to identify, review, evaluate, and make available high quality, accessible and culturally relevant model Open Textbooks. A wealth of public domain and fair use learning materials are currently available via the internet that faculty can repurpose for use in their classes to replace some of the books required for purchase by students. |
| **Quality - OER/OEP** | The Open Educational Resources (OER) movement encourages the creation of free, high-quality content for community college courses to replace commonly used textbooks. |
| **Innovation** | By promoting OER, community colleges can create sustainable academic resources for students and provide professional development opportunities for faculty. |
| **Policy** | |
| **Actors** | Learners-Instructors |
| **Initiatives** | |
| **Open Educational Practices** | |
| **Tools and Repositories** | |
| **Strategies** | |
| **Current barriers and enablers** | |
| **URL to find more information** | http://oerconsortium.org/ |
| **Please give three keywords for others to find your case:(tags)** | |

**7/108 iEducate**

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|---|---|
| **Give your story/ experience/ practice a title:** | **iEducate** |
| **Are you Describing:** | A Best Practice within a project or network |
| **Which Organisation is the practice from?** | |
| **Institute / Department / Unit** | |
| **What is your case about?** | Using OER |
| **What does your case refer to?** | Open Educational Practices |
| **Which groups does your case apply to?** | |
| **Please describe your practice** | The aim of this EU funded project is to provide vocational trainers with a range of eLearning methods, associated technology skills and competences to prepare them for a rapidly changing workplace and to better connect them with a new generation of learners. Within this context the project website as well as the Second Life iEducate island function as platforms for the exchange of knowledge on eLearning methods and contents for vocational teachers throughout Europe. The project offers free live training courses and workshops on eLearning methodology and tools. Four thematic working groups provide resources for vocational trainers which can be downloaded from the project website. The vocational trainers are encouraged to adapt these resources to their needs and share their knowledge with colleagues throughout Europe to improve the vocational training and education in a common effort and with mutual benefits. Vocational trainers are welcome to use the Second Life iEducate island for virtual seminars and presentations. An accredited course on elearning will be available soon and provide vocational teachers with a recognized qualification. Programme: LLP – Leonardo da Vinci Transfer of Innovation Duration: October 2009 – September 2011 Outcome: accredited elearning course |
| **Quality - OER/OEP** | |
| **Innovation** | |
| **Policy** | |
| **Actors** | |
| **Initiatives** | |
| **Open Educational Practices** | |
| **Tools and Repositories** | |
| **Strategies** | |
| **Current barriers and enablers** | |
| **URL to find more information** | http://www.ieducate.eu |
| **Please give three keywords for others to find your case:(tags)** | |

**8/108 U-NOW, University of Nottingham**

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| **Give your story/ experience/ practice a title:** | **U-NOW, University of Nottingham** |
| **Are you Describing:** | A Best Practice within a Specific Organisation |
| **Which Organisation is the practice from?** | |
| **Institute / Department / Unit** | U-NOW, University of Nottingham |
| **What is your case about?** | Using OER |
| **What does your case refer to?** | Creation of OER, Using OER, Usage of OER, Tools for Sharing, Quality Concepts |
| **Which groups does your case apply to?** | Learners |
| **Please describe your practice** | The initiative aims to serve as a window onto the courses provided by the University of Nottingham, and to increase learning opportunities for learners who cannot undertake formal qualifications. It also aims to advance pedagogy across the academic community. Open courseware is a term used to describe collections of educational materials that are freely available on the Web, often available for translating and repurposing. Funded by JISC. The U-Now materials are licensed under the Creative Commons license Creative Commons Attribution-NonCommercial-ShareAlike UK 2.0 Licence (BY-NC-SA). |
| **Quality - OER/OEP** | Resources are offered in the form of PDF, Word documents, podcasts and ZIP files, and are offered on a variety of subjects: history, physics, psychology, business, mathematics, languages, film studies etc. Interoperability: These materials are not IMS common cartridge compliant. Quality control remains a responsibility of the academics. |
| **Innovation** | Please do not regard innovation from just a technology perspective! |
| **Policy** | In the case of Nottingham University it falls into the OER UK national initiative funded by JISC. |
| **Actors** | • Academics • University decision makers |
| **Initiatives** | • Academics • University decision makers At the moment the initiative is promoting access, aiming for take up and reuse. |
| **Open Educational Practices** | |
| **Tools and Repositories** | Their own repository, which is not IMS common cartridge compliant. |
| **Strategies** | There is a strategy for academics to send in resources, but no apparent strategy to promote use within the university. The repository seems to target an external audience, but also aims to advance pedagogy in the academic community. |
| **Current barriers and enablers** | |
| **URL to find more information** | |
| **Please give three keywords for others to find your case:(tags)** | |

**9/108 Selection of E-learning Personalization Strategies**

| **Give your story/ experience/ practice a title:** | **Selection of E-learning Personalization Strategies** |
|---|---|
| **Are you Describing:** | A Best Practice within a project or network |
| **Which Organisation is the practice from?** | |
| **Institute / Department / Unit** | Unit: Technologies of Information and Communication |
| **What is your case about?** | Innovation |
| **What does your case refer to?** | Using OER, Support Mechanisms |
| **Which groups does your case apply to?** | Learners, Professionals |
| **Please describe your practice** | |
| **Quality - OER/OEP** | |
| **Innovation** | We use the mapping between metadata describing learning objects and learners' characteristics for selecting personalization strategies. Furthermore, the mapping is used to generate personalized learning scenarios with minimal intervention of the author. |
| **Policy** | |
| **Actors** | |
| **Initiatives** | |
| **Open Educational Practices** | |
| **Tools and Repositories** | |
| **Strategies** | |
| **Current barriers and enablers** | |
| **URL to find more information** | http://ieeexplore.ieee.org/xpl/freeabs_all.jsp?arnumber=5992336 |
| **Please give three keywords for others to find your case:(tags)** | |

**10/108 OpenSpires – Oxford University**

| **Give your story/ experience/ practice a title:** | **OpenSpires – Oxford University** |
|---|---|
| **Are you Describing:** | A Best Practice within a Specific Organisation |
| **Which Organisation is the practice from?** | |
| **Institute / Department / Unit** | Oxford University |
| **What is your case about?** | Using OER |
| **What does your case refer to?** | Creation of OER, Using OER, Sharing OER, Usage of OER |
| **Which groups does your case apply to?** | Learners |
| **Please describe your practice** | OpenSpires is the Oxford University OER initiative sponsored by JISC and HEFCE, from May 2009 to April 2010. The aim of the initiative is twofold: 1) to provide the University's audio and video resources available online for free to a wide audience and 2) to enable the institution to investigate the impact and implications of making its resources available as OER. Like most UK institutions, Oxford also licenses their content under the Creative Commons License, BY-NC-SA. Some recordings are offered with a non-derivative license BY-NC-ND. Most of the content at OpenSpires is in the form of audio podcasts. This is because the University decided to build upon their ITunesU initiative. There are over 100 podcasts available at the moment. They can be found at http://podcasts.ox.ac.uk. |
| **Quality - OER/OEP** | The university is building upon its lecture traditions. |
| **Innovation** | To build on their existing ITunesU initiative, materials are based on audio podcasts. The podcasts are available at http://podcasts.ox.ac.uk. |
| **Policy** | In the case of Oxford University it falls into the OER UK national initiative funded by JISC. |
| **Actors** | • Academics • University decision makers At the moment the initiative is promoting access, aiming take up and reuse. |
| **Initiatives** | • Academics • University decision makers At the moment the initiative is promoting access, aiming take up and reuse. |
| **Open Educational Practices** | Transforming traditional ways of teaching (lecturing) into multimedia resources |
| **Tools and Repositories** | http://podcasts.ox.ac.uk. Their own repository, which is not IMS common cartridge compliant. |
| **Strategies** | Focus on the informal learner. |
| **Current barriers and enablers** | Although their aim is to make available video and audio resources, they have concentrated on offering audio podcasts as OER. |
| **URL to find more information** | http://openspires.oucs.ox.ac.uk/events/index.html |
| **Please give three keywords** | |

**11/108 Multimedia Training Videos, University of Westminster**

| Give your story/ experience/ practice a title: | Multimedia Training Videos, University of Westminster |
|---|---|
| **Are you Describing:** | A Best Practice within a Specific Organisation |
| **Which Organisation is the practice from?** | |
| **Institute / Department / Unit** | Westminster University |
| **What is your case about?** | Innovation |
| **What does your case refer to?** | Vision of OEP, Strategy and/or Policy for OEP, Relevance: How to Convince Others of OEP?, Open Educational Practices, Tools for Sharing |
| **Which groups does your case apply to?** | Learners, Professionals, Organisational Leaders |
| **Please describe your practice** | The OER initiative of the University of Westminster is driven by the individual initiative of the lecturer Russell Stannard. Russell develops and supports the website www.mmultimediatrianingvideos.com, which aims at teaching language teachers around the world how to use new technologies to enhance their classes, either face-to-face or in distance learning courses. Russell's initiative was supported by JISC and the funding ran from April 2009 - April 2010. |
| **Quality - OER/OEP** | Russell seems to perceive quality from both perspectives, but mostly in terms of the type of educational practice, which is open. The videos were created using his own initiative, and he did them as a hobby initially. When realising the amount of hits and downloads in his website, and the numerous emails he received from teachers who were thanking him for the videos he made available, Russell realised there was a need for such resources for teachers. In order to produce more videos and to make them available free of charge worldwide, Russell, supported by the University of Westminster, applied for a grant at JISC, which was approved. Quality therefore did not seem to be the main issue, but the openness of the process of making such video resources available for teachers. |
| **Innovation** | Innovation in this case is in the self-initiative of the staff member, who started producing OER without the need for institutional recognition or financial support. |
| **Policy** | In the case of Westminster University, it falls into the OER UK national initiative funded by JISC. |
| **Actors** | • Academics • University decision makers • Teachers worldwide In this particular case there is evidence of both OER and OEP. |
| **Initiatives** | The Westminster University example shows that OEP, in this case, preceded OER. There was an 'intention' to open up the process of teaching |

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| | with new technologies, and the videos (OER) were just an output to make it possible. |
| **Open Educational Practices** | One possible thing to highlight in this model is self-initiative of staff members. |
| **Tools and Repositories** | GLOW, Connexions The tools Russell and his team use are all Opensource. |
| **Strategies** | As per the Westminster University example, investment in individual staff members that are motivated to produce and reuse OER may be an interesting option. |
| **Current barriers and enablers** | Within the University of Westminster context, most teachers argue they do not know how to use web 2.0 tools to improve their teaching and learning. Given that most OER are delivered and repurposed this way, this is a potential barrier. |
| **URL to find more information** | http://www.multimediatrainingvideos.com/ |
| **Please give three keywords for others to find your case:(tags)** | |

**12/108 Open Learning Environment for Low Countries Early Modern History, University College London**

| **Give your story/ experience/ practice a title:** | **Open Learning Environment for Low Countries Early Modern History, University College London** |
|---|---|
| **Are you Describing:** | A Best Practice within a Specific Organisation |
| **Which Organisation is the practice from?** | |
| **Institute / Department / Unit** | London University |
| **What is your case about?** | Learning |
| **What does your case refer to?** | Creation of OER, Using OER, Digital Literacy |
| **Which groups does your case apply to?** | Learners, Professionals |
| **Please describe your practice** | This project was funded by JISC and the Higher Education Academy, and aimed to turn a comprehensive survey course in Early Modern Low Countries history, from the late Middle Ages to the end of the 18th century, into a multimedia and Web 2.0 enriched Open Educational Resource (OER). It makes available existing teaching materials from the proposer's survey course in early Low Countries history - DUTC1011 'Aspects of the history of the Low Countries', which is currently taught as a web-enhanced face-to-face course to undergraduate students at UCL. Type of initiative: subject specific Funding ran from the 30th April 2009- 30th April 2010 |
| **Quality - OER/OEP** | The quality of OER relies on the academics' judgment of the content available. |
| **Innovation** | To transform an existing technology enhanced face to face course into an OER. |
| **Policy** | In the case University College London, the work was possible due to the OER UK national initiative funded by JISC. |
| **Actors** | • Academics • learners |
| **Initiatives** | |
| **Open Educational Practices** | The transformation of existing material designed for face to face study into OER. Ex. University College London and their 'subject specific' OER course. However, although some of the materials are free for studying, they cannot be repurposed as they have 'all rights reserved'. |
| **Tools and Repositories** | In this case their own website : http://www.dutch.ac.uk/ |
| **Strategies** | In this case the taster courses seem to work as 'shopping windows' for their mainstream paid for courses. |
| **Current barriers and enablers** | |
| **URL to find more information** | http://www.ucl.ac.uk/dutch/OER/ |
| **Please give three keywords for others to find your case:(tags)** | |

**13/108 Open Policy**

| Give your story/ experience/ practice a title: | Open Policy |
|---|---|
| **Are you Describing:** | A Best Practice within a project or network |
| **Which Organisation is the practice from?** | |
| **Institute / Department / Unit** | Creative Commons |
| **What is your case about?** | Something Else |
| **What does your case refer to?** | Sharing OER, Vision of OEP, Strategy and/or Policy for OEP, Business Model for OEP, Relevance: How to Convince Others of OEP?, Incentives and/or Motivation, Open Educational Practices, Commitment, Mindsets and Attitudes, Tools for Sharing |
| **Which groups does your case apply to?** | Professionals, Organisational Leaders, Policy Makers |
| **Please describe your practice** | Publicly funded resources should be openly licensed resources. If the public paid for something, that thing should either (a) be openly licensed (CC BY recommended) or (b) placed directly into the Public Domain. |
| **Quality - OER/OEP** | |
| **Innovation** | |
| **Policy** | Publicly funded resources should be openly licensed resources. |
| **Actors** | For an overview, see Cable Green's talk on The Obviousness of Open Policy http://sloanconsortium.org/conferences/2011/aln/obviousness-open-policy |
| **Initiatives** | http://wiki.creativecommons.org/Government_use_of_Creative_Commons |
| **Open Educational Practices** | |
| **Tools and Repositories** | |
| **Strategies** | |
| **Current barriers and enablers** | |
| **URL to find more information** | http://creativecommons.org/licenses/ |
| **Please give three keywords for others to find your case:(tags)** | |

**14/108 Mobile internet and web apps for real-life contexts in Mozambique**

| **Give your story/ experience/ practice a title:** | **Mobile internet and web apps for real-life contexts in Mozambique** |
|---|---|
| **Are you Describing:** | A Best Practice within a project or network |
| **Which Organisation is the practice from?** | |
| **Institute / Department / Unit** | con.moz - Centre for Internet ICT |
| **What is your case about?** | Learning |
| **What does your case refer to?** | Usage of OER, Business Model for OEP, Quality Concepts, Digital Literacy |
| **Which groups does your case apply to?** | Learners, Professionals |
| **Please describe your practice** | Introducing the COMO brand feeds into an important national market niche as there is no single brand provider for internet and web apps training courses in Mozambique. Computer training businesses still provide today basically hard and software courses, like MS Windows-based ICDL type courses that address internet and online applications only marginally, often hampered by poor internet connectivity in their training facilities and of little practical use. Located in Beira (centre of Mozambique), con.moz's primary focus is on course development based on new technologies and web apps, like mobile internet access (3G), cloud services and social networking platforms. The research centre takes advantage of open platforms, open educational resources and the collaborative web, based on research that is relevant in the local context (real-life situations) and involving local students and academics. A second key issue is to make the course programme available to the majority of people who are exposed on a daily basis to new technologies. Access at a nationwide scale will be provided by local classical computer training businesses, whereas the COMO brand stands for quality, innovation, relevance and as a viable business support model (franchising). |
| **Quality - OER/OEP** | Courses are designed and tailored for benefit in real-life situations. Local research, ongoing observation of technology developments, and feedback from partners and users assure the relevancy of both new and updated courses. Available online OER provide inputs for learning design and educational practice. |
| **Innovation** | Unique (in Mozambique) is that problem based learing is enhanced by working on a range of new technologies. Users focus on their selected technical or problem based course, using various devices, like smartphone, pad, netbook, laptop and desktop PC, only as a means to achieve their goal. This is fundamentally different from dominant clas- |

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| | sic computer courses offered in Mozambique and anticipates the rapid technological developments and changes. This new form of learning experience contributes to focus the user on needs and problem solving, and at the same time giving them greater flexibility and capacity to benefit from internet related information and services. |
| **Policy** | Educational policies in Mozambique have yet to tap into the vast potential of OA and OER. |
| **Actors** | Collaboration with UCT/CET (South Africa) should enable con.moz to establish itself as the local Centre of Excellence promoting OER/OEP in the central region of Mozambique. |
| **Initiatives** | Higher education institutions in the central region of Mozambique are not yet familiar with the concept of OA, OER and OEP. |
| **Open Educational Practices** | Not available. |
| **Tools and Repositories** | Experiemental use of CompendiumLD |
| **Strategies** | See http://www.conmoz.org |
| **Current barriers and enablers** | No local expertise, nor best practices available. Exchanges (like inputs from UCT/CET) are based on personal initiative. |
| **URL to find more information** | http://www.conmoz.org |
| **Please give three keywords for others to find your case:(tags)** | |

**15/108 Open Science Resources: Eratosthenes' Measurement of Earth's circumference**

| **Give your story/ experience/ practice a title:** | **Open Science Resources: Eratosthenes' Measurement of Earth's circumference** |
|---|---|
| **Are you Describing:** | A Best Practice within a project or network |
| **Which Organisation is the practice from?** | |
| **Institute / Department / Unit** | Ellinogermaniki Agogi - Research and development department |
| **What is your case about?** | Using OER |
| **What does your case refer to?** | Using OER, Sharing OER, Usage of OER, Vision of OEP, Open Educational Practices, Commitment, Mindsets and Attitudes, Tools for Sharing |
| **Which groups does your case apply to?** | Learners, Professionals |
| **Please describe your practice** | The activity was created using the tools of the Open Science Resources repository (www.osrportal.eu). The use of these tools allowed us to create an activity open to everyone allowing colleagues to share the activity, modify it and comment on it. The activity may be easily adapted by any user of the repository and be modified according to their needs thus creating a new one based on the initial. The original challenge of this activity lied in the fact that it requires the collaboration between two schools of different countries. Thus, constant communication and exchange of materials was necessary. This challenge though was easily overcome through the use of the tools of the OSR repository. The fact that teachers from different countries were able to collaborate using an on-line activity proved to be rather fruitful as the communication and the sharing of materials and data was very easy. The fact that the OSR authoring tools provides teachers with a specific template to organize their lesson with, is very helpful as it allows the tutor to design a well-structured activity thus achieving effectiveness and better results for the students. Teachers may benefit a lot by using this practice as they also get acquainted with the Inquiry Based teaching model which this practice is built on. The activity as presented in the OSR repository is a practice which is constantly upgraded. Thus teachers using the activity may update it, modify parts which they believe they could be improved and inform other users about the result of the activity. Other users also have the ability to contact the creator of the practice. The whole activity is rather beneficial for teachers as they exchange materials and experience with other teachers, improve their teaching habits by getting acquainted with the use of the Inquiry based science education model, get new ideas |

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| | and ultimately become a part of an online learning community. The purpose of this activity is to help students practice using proportional quantities and making measurements of angles and lengths using goniometers and rulers. Students attempt to measure Earth's circumference using Eratosthenes' method. The activity combines a simple experimental procedure with the use of digital materials and on line open applications while it also fosters teamwork as it requires the collaboration between two schools from different countries. Link for the practice: http://www.osrportal.eu/en/node/94354 |
| **Quality - OER/OEP** | The practice was reviewed by the Open Science Resources team of experts as to the quality of the content and was granted with a content approved badge. This badge indicates that the submitted practice is in accordance with the inquiry based teaching model, it involves proper open educational materials and that all software and links included are easy to access and use. Moreover the practice was identified as a good practice by the pedagogical institute of the ministry of Education of Greece in the framework of the teachers training program. The quality of the OEP may be further improved as it can be modified at any given time. Users may comment on the activity, rate it and add social tags (free terms and educational objectives). All these activities may be reviewed by the user and help in to upgrading the practice further. |
| **Innovation** | The activity requires the collaboration between two schools of different countries. Moreover, the activity combines the deployment of basic skills, e.g. conducting simple measurements, which is essential for young students with the use of computer applications that is close to their out of school interests contributing thus to the modernization of current teaching methods. |
| **Policy** | The activity follows an Inquiry Based Teaching approach which has proved to be the most effective when it comes to science teaching education. |
| **Actors** | Actors that may be involved in the OEP are teachers, students, museum curators. |
| **Initiatives** | The OEPs included in the Open Science Resources(OSR) portal, promote the connection between formal and informal education. The OSR OEPs are structured so as to promote the combination of teaching in-class with visits to science museums and science centers. The visit through these practices may be either real time visits or virtual ones so as to serve the needs of all schools, not only those who have access to mu- |

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| | seums but also those which are located in rural areas. Moreover these OEPs are also suitable to be realized in other contexts, like during family visits to museums or during science days and science fairs. |
| **Open Educational Practices** | In many cases, learning experiences should be ideally embedded in a context which provides the means for the preparation of the learner for the learning experience before it takes place, as well as for facilitating the retention and future exploitation of the outcomes of the learning experience for a longer time after it has taken place. This is a fundamental principle in formal education, but can also be seen as a useful dimension (even if not that prescriptive) in informal learning environments. For this reason, the OSR Educational Pathway Patterns propose the organization of the science learning experience in three steps: i) Previsit : activities preparing for the interaction with the digital learning science resources ii) Visit: activities involving interaction with the digital science learning resources in or outside the science museum/centre iii) Post-visit: activities rounding up and concluding the learning experience, after the interaction with the digital science learning resources. From these, the Visit phase is the core of the learning experience and indispensable in any Pattern. The Pre-visit and Post-visit phases are absolutely essential for the realization of effective connections between school science education with learning activities involving work with science museum/centre content; however these 'auxiliary' preparatory and follow-up phases may well or may not be relevant to and desirable for open visits by any lifelong learner (e.g. if the designer of an informal learning experience feels that the adoption of the three-phase scheme implies a linearity of sequential nature that does not correspond to the intended experience). Indeed, the degree of freedom or prescription in the design of a pathway has proven to be the most debated aspect of the OSR approach which brings together two considerably separate 'worlds': those of formal school education and informal learning in science museum and centres. Thus, although each pattern should include sections corresponding to these three phases, in the case of an open pathway pattern the pre-visit and post-visit phases should be seen as possible but not obligatory. In addition to the three phases, there is an introductory section outlining the identity of the Educational Pathway and providing guidance for any preparations necessary be- |

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| | fore the launch of the learning activity. Each section consists of a number of fields, for each one of which a description and/or guideline is provided. |
| **Tools and Repositories** | Tools and repository: Open Science Resources repository (www.osrportal.eu), OSR educational pathway authoring tool, educational metadata authoring tool. (http://www.osrportal.eu/en/toolbox) |
| **Strategies** | The OSR consortium believes that an open approach to the use of OERs is the most appropriate. Making them available without cost to learners across the educational spectrum promotes informal education which is the way people get most of their knowledge. Of course, alsorespecting the IPR of the authors and proprietors of the original OER/OEP. This is evident in OSR where the educational pathways and resources are available for every user to use them, manipulate them and change them should the original author allow it. |
| **Current barriers and enablers** | Barriers to the use of the OSR's OERs and OEPs are mainly the difficulty teachers face in using digital resources in general and the difficulties in following Inquiry Based Science Education, as it is relatively new to them and more time consuming. In order to confront these barries the OSR team has organized (and still is doing so) several training workshops and summer/winter schools so as to facilitate teachers training in using digital libraries, tools for educational metadata and social tagging. |
| **URL to find more information** | http://www.osrportal.eu |
| **Please give three keywords for others to find your case:(tags)** | |

**16/108 The Open Learn Initiative**

| **Give your story/ experience/ practice a title:** | **The Open Learn Initiative** |
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| **Are you Describing:** | A Best Practice within a Specific Organisation |
| **Which Organisation is the practice from?** | |
| **Institute / Department / Unit** | AN Initiative of the OPEN University, UK |
| **What is your case about?** | Improving Quality |
| **What does your case refer to?** | Using OER, Business Model for OEP, Quality Concepts |
| **Which groups does your case apply to?** | Organisational Leaders, Policy Makers |
| **Please describe your practice** | The OpenLearn website aims at providing higher education for all, whoever and wherever you are. It offers online free learning material taken from Open University UK courses but it does not require the visitor to become an Open University student. The OpenLearn story started in 2005 with a grant from The William and Flora Hewlett Foundation. Website development began in May 2006 and the site was launched in October 2006. It offers a range of subject areas from access to postgraduate level. By April 2008, 5,400 learning hours of content was available online. In the LearningSpace the learning materials are presented in units of 3–15 hours of study time (the equivalent of an evening's through to a week's work), and you can learn by following a structured unit or merely dip in and out of the materials. |
| **Quality - OER/OEP** | |
| **Innovation** | |
| **Policy** | |
| **Actors** | |
| **Initiatives** | |
| **Open Educational Practices** | |
| **Tools and Repositories** | |
| **Strategies** | |
| **Current barriers and enablers** | |
| **URL to find more information** | http://openlearn.open.ac.uk |
| **Please give three keywords for others to find your case:(tags)** | |

**17/108 The GITTA Project**

| **Give your story/ experience/ practice a title:** | **The GITTA Project** |
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| **Are you Describing:** | A Best Practice within a project or network |
| **Which Organisation is the practice from?** | |
| **Institute / Department / Unit** | Swiss Universities |
| **What is your case about?** | Improving Quality |
| **What does your case refer to?** | Usage of OER, Business Model for OEP, Quality Concepts |
| **Which groups does your case apply to?** | Organisational Leaders, Policy Makers |
| **Please describe your practice** | The GITTA Project The steadily growing global interest in spatial information and its presentation in the academic, administrative and managerial sector asks for qualified personnel to cope with GIST in order to form an overall pleasing and beneficial final GIS product, especially in economically challenging times of competition. This reason was decisive to establish the e-learning course GITTA giving better and more coordinated access to educational material covering comprehensive and in-depth information over spatial distances using up-to-date technology. GITTA was funded by the termSVC, a program initiated by the Swiss Confederation. In order to achieve a truly integrated Virtual Campus of relevant players in GIST education in Switzerland, the GITTA consortium, made up of 10 partners spread throughout the country, covers a wide variety of disciplines and specifically integrates partners from universities, federal institutes of technology, and universities of applied sciences with a multilingual distribution (German, French and Italian). The consortium partners offer over 80% of the capacity in academic GIST education in Switzerland. Out of this initiative, easily accessible teaching modules for basic and intermediate study programs, that are available via the internet, have been created. GITTA, the ambassador for a newly conceived concept teaching GIST and geomedia design combined in one study course, is responding to those needs. It focuses on supplying an interactively programmed and IT-based, multilingual environment, to cope with increasing numbers of students for both basic and intermediate level and all types of academic curricula. Studies with GITTA are no longer static-, reactive- or text-based learning but a multimedia-enriched course while sticking to a consistent educational structure with large emphasis on flexibility and self-exploration. The first phase of the project which started in 2001 and ended after a prolon- |

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| | gation of half a year in June 2004. In July 2004 GITTA started the two year consolidation and maintenance phase, financially supported by the SVC. This phase will be used to make GITTA even more sustainable and for opening GITTA to the general public. The release of the first GITTA lessons as open content under the creative commons license started in February 2006. |
| **Quality - OER/OEP** | |
| **Innovation** | |
| **Policy** | |
| **Actors** | |
| **Initiatives** | |
| **Open Educational Practices** | |
| **Tools and Repositories** | |
| **Strategies** | |
| **Current barriers and enablers** | |
| **URL to find more information** | http://www.gitta.info |
| **Please give three keywords for others to find your case:(tags)** | |

**18/108 Using OER in academic study**

| **Give your story/ experience/ practice a title:** | **Using OER in academic study** |
|---|---|
| **Are you Describing:** | A Best Practice within a project or network |
| **Which Organisation is the practice from?** | |
| **Institute / Department / Unit** | Athabasca University |
| **What is your case about?** | Using OER |
| **What does your case refer to?** | Creation of OER, Using OER, Repurposing OER, Sharing OER |
| **Which groups does your case apply to?** | Learners, Professionals, Policy Makers |
| **Please describe your practice** | I have been using all kinds of OERs to support my study since 2005. I used LMS such as Moodle and SAKAI; I used video conferencing tools such as Dimdim; I used scheduling tools such as Doodle; I used bookmarking tools such as delicious; I also use many, many other open source and free accessed software such as Zotero, Drupal, Adacity, ConceptTutor and Open Office. My experiences also include using open content such as wikipedia, MELOT and those free e-books up on UNESCO OER website. I am addicted to them and don't know how it would be possible to conduct research without using these tools now. I contribute to the OER world by sharing my articles on open accessing journals or spaces such as EDUCAUSE Connect, or through my blogs. The most challenging task for using OERs is the long learning curve. You have to learn from A to Z by yourself and spend a considerable time searching discussion forums to find a solution for any problem you encounter. |
| **Quality - OER/OEP** | I don't know what are the plans of my institution for implementing OER. |
| **Innovation** | The instructional design center at Athabasca University has been testing all kinds of possibilities for leveraging OERs. However, I heard some of the faculty members complained that the pace for implementing open instruments/platforms at AU is too slow compares to some newly established institutions. |
| **Policy** | N/A |
| **Actors** | N/A |
| **Initiatives** | N/A |
| **Open Educational Practices** | N/A |
| **Tools and Repositories** | N/A |
| **Strategies** | N/A |
| **Current barriers and enablers** | N/A |
| **URL to find more information** | https://sites.google.com/site/leadershipgroupproject/ |
| **Please give three keywords for others to find your case:(tags)** | |

**19/108**

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| **Give your story/ experience/ practice a title:** | **As a teacher of English to non-native speakers, a teacher trainer and an academic with a research remit I became increasingly aware of a pressing need to link theory and practice and to provide an outlet for knowledge dissemination and In 2008 I decided to set up the website WWW.TESOLacadmeic.org Researchers frequently write for the academy but the applications of their work lie in language pedagogy – and in the case of TESOL we have witnessed unprecedented growth in recent years. As the world learns English it needs trained and well-informed informed teachers. Asking researchers to talk directly about their work to teachers, teacher-trainers and teacher-trainees is one way to link theory and practice and the website provides an ideal medium for this. We are an independent knowledge dissemination initiative operating on a very limited budget - our free video web cast talks reach hundreds and thousands of English language teachers globally and provide historically unprecedented free access to cutting edge leaders in the field and other writers and researchers.** |
| **Are you Describing:** | A Best Practice within a project or network |
| **Which Organisation is the practice from?** | |
| **Institute / Department / Unit** | School of Humanities, Languages and Social Sciences, University of Salford, UK |
| **What is your case about?** | Using OER |
| **What does your case refer to?** | Using OER, Sharing OER, Usage of OER, Open Educational Practices |
| **Which groups does your case apply to?** | Learners, Professionals, Organisational Leaders, Policy Makers |
| **Please describe your practice** | This practice comprises providing free video web casts to Applied Linguistics and Teaching English to Speakers of Other Languages (TESOL) students and practitioners not only in my institution but globally. |
| **Quality - OER/OEP** | |
| **Innovation** | |
| **Policy** | |
| **Actors** | |
| **Initiatives** | |
| **Open Educational Practices** | |
| **Tools and Repositories** | |
| **Strategies** | |
| **Current barriers and enablers** | |
| **URL to find more information** | http://www.tesolacademic.org/ |
| **Please give three keywords for others to find your case:(tags)** | |

**20/108 Outreach and Education: Sharing our Knowledge**

| **Give your story/ experience/ practice a title:** | **Outreach and Education: Sharing our Knowledge** |
|---|---|
| **Are you Describing:** | A Best Practice within a Specific Organisation |
| **Which Organisation is the practice from?** | Creative Commons |
| **Institute / Department / Unit** | |
| **What is your case about?** | Using OER |
| **What does your case refer to?** | Creation of OER, Sharing OER, Commitment, Mind-sets and Attitudes, Tools for Sharing |
| **Which groups does your case apply to?** | Professionals, Policy Makers |
| **Please describe your practice** | Creative Commons employees that engage in outreach and/or education (eg: webinars, conference presentations, panel discussions, etc) always share their materials under the most permissive CC license and provide easy ways of sharing that resource with others. We do this by posting our slides (as approriate) to slideshare or other similar sites along with keeping a catalog on our public wiki (as appropriate). |
| **Quality - OER/OEP** | Through this practice we perceive the quality of our OEP: showing the benefits of sharing our materials in such a way that benefits everyone. |
| **Innovation** | |
| **Policy** | |
| **Actors** | |
| **Initiatives** | |
| **Open Educational Practices** | |
| **Tools and Repositories** | |
| **Strategies** | |
| **Current barriers and enablers** | |
| **URL to find more information** | |
| **Please give three keywords for others to find your case:(tags)** | |

**21/108 Selection of E-learning Personalization Strategies**

| Give your story/ experience/ practice a title: | Selection of E-learning Personalization Strategies |
|---|---|
| **Are you Describing:** | A Best Practice within a project or network |
| **Which Organisation is the practice from?** | |
| **Institute / Department / Unit** | Unit: Technologies of Information and Communication |
| **What is your case about?** | Innovation |
| **What does your case refer to?** | Using OER, Support Mechanisms |
| **Which groups does your case apply to?** | Learners, Professionals |
| **Please describe your practice** | |
| **Quality - OER/OEP** | |
| **Innovation** | We use the mapping between metadata describing learning objects and learners' characteristics for selecting personalization strategies. Furthermore, the mapping is used to generate personalized learning scenarios with minimal intervention of the author. |
| **Policy** | |
| **Actors** | |
| **Initiatives** | |
| **Open Educational Practices** | |
| **Tools and Repositories** | |
| **Strategies** | |
| **Current barriers and enablers** | |
| **URL to find more information** | http://ieeexplore.ieee.org/xpl/freeabs_all.jsp?arnumber=5992336 |
| **Please give three keywords for others to find your case:(tags)** | |
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**22/108 Creating News, Enabling Dialog**

| **Give your story/ experience/ practice a title:** | **Creating News, Enabling Dialog** |
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| **Are you Describing:** | A Best Practice within a Specific Organisation |
| **Which Organisation is the practice from?** | Creative Commons |
| **Institute / Department / Unit** | |
| **What is your case about?** | Something Else |
| **What does your case refer to?** | Creation of OER, Sharing OER |
| **Which groups does your case apply to?** | Professionals |
| **Please describe your practice** | All news and announcements created by Creative Commons goes out via our public (and CC licensed) blog where the public can leave feedback and start discussions. |
| **Quality - OER/OEP** | |
| **Innovation** | |
| **Policy** | |
| **Actors** | |
| **Initiatives** | |
| **Open Educational Practices** | |
| **Tools and Repositories** | |
| **Strategies** | |
| **Current barriers and enablers** | |
| **URL to find more information** | http://creativecommons.org/weblog |
| **Please give three keywords for others to find your case:(tags)** | |

**23/108 OER@AVU: AVU contributing to global knowledge through open textbooks**

| **Give your story/ experience/ practice a title:** | **OER@AVU: AVU contributing to global knowledge through open textbooks** |
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| **Are you Describing:** | A Best Practice within a Specific Organisation |
| **Which Organisation is the practice from?** | African Virtual University |
| **Institute / Department / Unit** | |
| **What is your case about?** | Using OER |
| **What does your case refer to?** | Creation of OER, Using OER, Repurposing OER, Sharing OER, Usage of OER, Partnerships, Relevance: How to Convince Others of OEP?, Incentives and/or Motivation, Open Educational Practices, Quality Concepts, Digital Literacy, Support Mechanisms |
| **Which groups does your case apply to?** | Learners, Professionals, Policy Makers |
| **Please describe your practice** | The African Virtual University (AVU) Open Education Resources (OERs) Architecture which focuses on the creation, organization, dissemination and utilization of OERs led to the development of a dynamic, rational and comprehensive strategy for collaborative partnerships for African higher education and training institutions. In this regard, the AVU, in partnership with the African Development Bank and 10 African countries have developed 73 textbooks of Maths, Physics, Chemistry, biology, Teacher Education Professional courses, and ICT in education. The 73 textbooks are structured as 4 Bachelor of Education in Mathematics and Sciences. The textbooks are available in 3 languages, French, English and Portuguese, which make a total of 219 modules. As of January 2011, 4000 students were enrolled in programs derived from this initiative. The AVU has gone through the process of building an interactive portal called OER@AVU available at http://oer.avu.org/. The portal hosts AVU commissioned resources, the 219 textbooks developed with 10 countries. Through the portal, the AVU is enabling academics all around the African continent and beyond to access freely AVU resources and share, distribute and disseminate their resources globally and contribute towards Africa's economic development through education. The AVU launched officially the OER@AVU portal in January 2011. The resources have generated 393,000 views from 187 countries in October 2011, meaning that the resources are being access around the world. The AVU OER initiative gained global recognition by wining the OCW People's Choice award in August 2011 http://education- |

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| | portal.com/articles/OCW_Peoples_Choice_Award_Winners_Final_List.html |
| **Quality - OER/OEP** | Quality was inbuilt in the process of designing, developing, reproducing and delivering the courses, as well as in the process of building the online repository. An Advisory Committee with members from AVU and its network was responsible for implementing the Quality Assurance Framework at the AVU and at the participating universities. The textbooks were peer-reviewed and adopted by the senates of the participating universities. |
| **Innovation** | AVU is Pan African Intergovernmental established by Charter, its mandate is to facilitate increasing access to higher education through the innovative use of Information Communication and Technologies. The textbooks were produced in different formats (online, CDs and DVDs, and print) to support the AVU flexible delivery mode ( online, face-to-face and blended mode). OER@AVU host resources in different format (video, Ms Word, PDF) to allow sharing and adaptation. The resources are also posted on YouTube (videos) and Scribd (text) http://www.scribd.com/AfricanVirtualUni/ . This innovative way of sharing has brought global recognition of AVU work. |
| **Policy** | A policy harmonization and curriculum contextualization was organized with all the stakeholders, the outcome was a policy framework that informed the development and delivery of the resources. The policy framework was agreed upon by all the 10 participating countries |
| **Actors** | African Virtual University, the African Development Bank, the UNDP Somalia which funded 2 additional institutions from Somalia and 12 universities from 10 African countries: Jimma University in Ethiopia, University of Nairobi in Kenya, Université d'Antananarivo in Madagascar, Universidade Pedagogica in Mozambique, Université Cheikh Anta Diop (UCAD) in Senegal, Amoud University, the University of Hargeisa and East Africa University in Somalia, the Open University of Tanzania, Kyambogo University in Uganda, the University of Zambia and the University of Zimbabwe. |
| **Initiatives** | |
| **Open Educational Practices** | AVU is not only developing and sharing OERs through OER@AVU, but the resources are being used effectively in programs across Africa. The focus was not solely on resources, but on strat- |

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| | egies to increase access. For this reasons, 10 eLearning Hubs were installed in each of the 10 countries to serve as the hub for the development and delivery of the resources, and for research and development as well. Faculty members were trained in instructional design, delivering open distance and eLearning and managing and funding distance learning programs. They were also trained in OERs related activities. |
| **Tools and Repositories** | OER@AVU http://oer.avu.org/ ; AVU Virtual class http://www.avu.org/Students/current-students.html |
| **Strategies** | The African Virtual University (AVU) Open Education Resources (OERs) Architecture which focuses on the creation, organization, dissemination and utilization of OERs led to the development of a dynamic, rational and comprehensive strategy for collaborative partnerships for African higher education and training institutions. This strategy was developed in 2005 and is under review . OERs are part of the AVU Business Plan 2009-2014. |
| **Current barriers and enablers** | Enablers include: the AVU role as the hub of a network; funding ( African Development Bank) ; collaborative approach; institutional leadership, strategies, and practice; program teams in participating institutions; quality control; provision of ICT infrastructure and training to participating universities Barriers include:limited access to internet and power in Africa, national and institutional policies, skills and motivation of faculty. |
| **URL to find more information** | http://oer.avu.org |
| **Please give three keywords for others to find your case:(tags)** | |

**24/108 Teaching Resources on Undergraduate Economics (TRUE), Bristol University and 13 other HE partners**

| **Give your story/ experience/ practice a title:** | **Teaching Resources on Undergraduate Economics (TRUE), Bristol University and 13 other HE partners** |
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| **Are you Describing:** | A Best Practice within a Specific Organisation |
| **Which Organisation is the practice from?** | |
| **Institute / Department / Unit** | |
| **What is your case about?** | Learning |
| **What does your case refer to?** | Creation of OER, Using OER, Sharing OER |
| **Which groups does your case apply to?** | Learners, Professionals |
| **Please describe your practice** | Core micro, macro and economics at all levels are relatively well provided for by textbooks and open content through the web, but there is much less open availability of resources in specialist areas. The TRUE project covers 14 such specialist areas, each led by a senior academic in that field. Each specialist leader is gathering and collating materials from colleagues in various universities. Resources can be any of the following: • Syllabus details • Reading lists • Lecture slides • Seminar/workshop materials • Problem sets and worksheets • Student handouts • Assessment schemes • Past assessments • Module/unit handbooks Academics hold the intellectual property but are encouraged to relicense the materials under Creative Commons, attribution, non-commercial. Type of initiative: subject specific - Economics for undergraduates Funding ran from 30th April 2009- 30th April 2010 |
| **Quality - OER/OEP** | The quality of OER relies on the academics judgement of the content available. |
| **Innovation** | To transform an existing technology-enhanced face to face course into an OER. |
| **Policy** | The work is possible due to the OER UK national initiative funded by JISC. |
| **Actors** | • Academics • Learners |
| **Initiatives** | |
| **Open Educational Practices** | The transformation of existing material designed for face to face study into OER. Ex. University of Bristol and their 'subject specific' OER course. However, although some of the materials are free for studying, they cannot be repurposed as they do not seem to hold a share-alike license. |
| **Tools and Repositories** | Resources are made openly available at the Economics Network website. The resources for each specialisation are in a separate wiki. |
| **Strategies** | Some of the course materials available recommend books to be purchased. |
| **Current barriers and enablers** | A possible barrier is academic reluctance in provid- |

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| | ing resources under a Creative Commons share-alike license. |
| **URL to find more information** | http://www.economicsnetwork.ac.uk/projects/oer |
| **Please give three keywords for others to find your case:(tags)** | |

**25/108 OER4Schools Project – Cambridge University**

| **Give your story/ experience/ practice a title:** | **OER4Schools Project – Cambridge University** |
|---|---|
| **Are you Describing:** | A Best Practice within a Specific Organisation |
| **Which Organisation is the practice from?** | |
| **Institute / Department / Unit** | |
| **What is your case about?** | Using OER |
| **What does your case refer to?** | Creation of OER, Using OER, Usage of OER |
| **Which groups does your case apply to?** | Learners, Professionals |
| **Please describe your practice** | This CCE-funded 'OER4Schools' pilot project (August 2009-May 2010) is currently underway and assesses the feasibility of providing Open Educational Resources (OER) to ICT- and Internet-equipped primary schools in Zambia, and of supporting interactive forms of subject pedagogy with the new resources. It also identifies the needs of school-based professional development adapted to the local context. The project is conducted in a North-South partnership between the CCE and institutions in Zambia. It uniquely combines stakeholders from various sectors (including educational research, ICT for development [NGOs], government, and the ICT service sector) as a basis for developing methodologies that promise lasting transformation in Zambian primary education. While the project is conducted in Zambia, it is anticipated to be relevant to a wide range of countries in sub-Saharan Africa. Key outputs include models for OER-Pedagogy-ICT adoption in poorly resourced educational systems, and guidance on implementing better learning environments. A primary aim of the present project is to conduct the necessary research to build a further proposal for external funding over a longer period. We are working with teachers in 3 schools, developing, supporting and trialling uses of OERs combined with new pedagogical approaches for teaching mathematics. |
| **Quality - OER/OEP** | |
| **Innovation** | This is a research-based project that aims to understand the impact of ICT on teaching and learning in Zambian schools. UK academics are working to identify characteristics that will help them re-shape the programme for a bigger funding application. Findings were presented at E-learning Africa Conference, May 2010 |
| **Policy** | At the moment the project is a joint venture of Zambian and UK institutions. There's no clear mention of how the project will affect Zambian policy in the project website. |

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| **Actors** | • Researchers • Zambian teachers • Students |
| **Initiatives** | |
| **Open Educational Practices** | |
| **Tools and Repositories** | |
| **Strategies** | |
| **Current barriers and enablers** | |
| **URL to find more information** | http://www.educ.cam.ac.uk/centres/cce/projects/ictzambia/ |
| **Please give three keywords for others to find your case:(tags)** | |

**26/108 The National Digital Learning Repository**

| Give your story/ experience/ practice a title: | The National Digital Learning Repository |
|---|---|
| **Are you Describing:** | A Best Practice within a Specific Organisation |
| **Which Organisation is the practice from?** | |
| **Institute / Department / Unit** | |
| **What is your case about?** | Improving Quality |
| **What does your case refer to?** | Creation of OER, Using OER, Repurposing OER, Sharing OER, Vision of OEP, IPR Framework for OEP, Open Educational Practices, Tools for Sharing, Skills and Knowledge for OEP |
| **Which groups does your case apply to?** | Learners, Professionals, Organisational Leaders, Policy Makers |
| **Please describe your practice** | The National Digital Learning Repository (NDLR), as part of the Higher Education Authority's (HEA) strategic initiative to support greater collaboration in eLearning within the higher education sector, has been set up to support access to and provide support for the development of sharable digital learning resources. The NDLR is a HEA funded pilot project between 21 HEA funded partners. The NDLR project is establishing a framework to enable development and sharing of digital learning resources between the seven Universities of Ireland and the Institutes of Technology. The aims of the NDLR are to: • Investigate and pilot a National Digital Learning Repository. • Foster inter-institution academic groups (Communities of Practice) working towards improving the subject specific learning experience. • Make digital learning resources from the Communities of Practice available within the NDLR for use in teaching and learning. • Provide support for best practice in the development of digital learning resources and the usage of resources from the repository. • Promote awareness of the NDLR across the Universities and Institutes of Technology to encourage the use of the NDLR and membership of the Communities of Practice. Workshops and training sessions will encourage the use and successful implementation of the repository. • Investigate key practices regarding optimal reuse, repurposing and quality assurance of learning resources. • Develop copyright policies and licencing agreements for the NDLR |
| **Quality - OER/OEP** | The NDLR has a licensing and copyright agreement in place - http://www.ndlr.ie/start/licence.php The structure consists of the following levels: • HEA – funds NDLR • NDLR – repository, provides access under NDLR licences • HEA/NDLR Institutional licence and sub-licence agreement • HEA/NDLR in- |

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| | stitutional user agreement – offers the licence permission to access and use materials The Memorandum of Understanding (MoU) operates at the level of groups or communities who need a framework agreement to facilitate cooperation. This agreement does not require Institutional signatures and the HEA/NDLR is not a party thereto. They also run a range of events and training sessions. One of particular relevance here is around Quality and OER. 'Teaching to Improve the Quality of Student Learning'. The research into how students learn and how course design influences the quality of learning has been developing rapidly in recent years. This one-day workshop has been designed for experienced academics who want to improve the way they teach and how they design their modules and programmes. It is a practical workshop and will explore how research and new understandings can be applied to areas such as course design and assessment, selecting and using appropriate teaching methods, providing feedback on students' work and evaluating teaching and learning. It allows participants to consider the fitness of existing and suggested approaches for differing class sizes and disciplines. |
| **Innovation** | The Communities of Practice (CoP) approach adopted by NDLR can be considered an innovation and an example of good practice. NDLR aims to provide support for best practice in the development of digital learning resources and the usage of resources from the repository. Quality is achieved through Communities of Practice. The NDLR provides infrastructure to support subject or discipline based communities in higher education. These communities, called Communities of Practice, have been formed in different academic disciplines across the Universities, Institutes of Technology and their associated colleges. The NDLR provides assistance for Communities of Practice by: • Creating and encouraging collaborative links between academics in other institutions, especially in the early stages of Communities of Practice. • Organising community events for raising awareness of the benefits of the NDLR service. • Providing training workshops on using the NDLR. • Assisting with identification of learning resources that might be of use to the various communities. • Liaising with the communities and the NDLR board • Providing support, guidance & training in the use of technologies by these Communities There are already a number of well established CoP as part of NDLR. • Applied Social Studies • Apprentice Based Learning (APPCoP) • Chemical and Physical Sciences |

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| | (CPSCoP) • Computer Science (CSCoP) • Education (EDUCoP) • Information Skills • Mathematics and Statistics Service Teaching in Higher Education (MSHECoP) • Mechanical Engineering (MECoP) • Modern Languages (ModLangCoP) • Nursing and Midwifery (NMCoP) • Technology Enhanced Learning (TELCoP) • Veterinary and Bio-Environmental (VETBIOCoP |
| **Policy** | Those who wish to get access to the NDLR by requesting a User or Contributor account from their NDLR institutional representative. Or they can also gain access to the NDLR by contacting a Community of Practice coordinator. There are two types of accounts. 1. NDLR User account. An NDLR User account enables the person to search, browse, preview, and download resources from the NDLR. 2. NDLR Contributor account. An NDLR Contributor account enables the person to search and download materials but it also enables them to upload and share their teaching and learning resources with NDLR users and Community of Practice members in Ireland. A number of guides for support are provided: A quick guide to the NDLR interface, a quick guide to how to use NDLR and a FAQ list. |
| **Actors** | • HEA stakeholders • NDLR team • Teachers / experts upload • Teacher and Learners use • Organisations can join across Ireland (already 21 partners • Communities of Practice (CoP) can be build around subject matter topics (12 established) |
| **Initiatives** | The CoP and the licencing agreement are both examples of OEP, however the NDLR is still relatively new and so it is unclear what impact it has had yet within institutions or on individual practice. |
| **Open Educational Practices** | The NDLR hold a number of information sessions aimed at new users, both at participating institutions and through the CoPs. It also runs a significant number of training events. A full list of events can be found here: http://www.ndlr.ie/events/workshops/index.php |
| **Tools and Repositories** | The training sessions cover use of general web 2.0 tools such as wikis and blogs and how they can be used wrt to OER. They also include sessions on the WebCT VLE which is used extensively in Ireland. |
| **Strategies** | To provide a coherent national focus, through the repository and associated events and support mechanisms. |
| **Current barriers and enablers** | |
| **URL to find more information** | http://www.ndlr.ie/ |
| **Please give three keywords for others to find your case:(tags)** | |

**27/108 OpenER, a Dutch initiative in Open Educational Resources**

| **Give your story/ experience/ practice a title:** | **OpenER, a Dutch initiative in Open Educational Resources** |
|---|---|
| **Are you Describing:** | A Best Practice within a Specific Organisation |
| **Which Organisation is the practice from?** | |
| **Institute / Department / Unit** | |
| **What is your case about?** | Using OER |
| **What does your case refer to?** | Using OER, Repurposing OER, Sharing OER, Usage of OER, IPR Framework for OEP, Commitment, Mindsets and Attitudes, Tools for Sharing, Quality Concepts |
| **Which groups does your case apply to?** | Learners, Professionals |
| **Please describe your practice** | The Dutch Open Universiteit Nederland conducted an OER project (OpenER) between 2006-2008. Its aim was to bridge gap between informal and formal learning and to establish a new portal to HE without barriers to entry. The characteristics of OpenER: • Flexible, open, time independent and easily accessible • Requires an individual to invest time, but not costs. Content self-contained • Technology is simple and easy to use. A standard computer with internet and browser capability is all that is needed. • OpenER gives learner opportunity to become familiar with studying at HE level • It is online, self-paced learning. The learner decides if they want to convert this into formal recognition. • Gives learners experience of engaging with online e-learning. The OUNL founded in early 1980s, provides open access to HE targeted at lifelong learners. OpenER received funding from the Directorate for Learning and Working, and the William and Flora Hewlett foundation – 660, 000 Euros. The plan was to deliver 16 courses each with a study load of 25 hours. Sources: • Schuwer, R. and Mulder, F. (2009), OpenER A Dutch Initiative in Open Educational Resources, Journal of Open and Distance Learning, Volumner 24, Issue 1, February 2009, 67-76. • Unescro OER case study - http://oerwiki.iiep-unesco.org/index.php?title=OER_stories:_OpenER • OpenER website http://www.opener.ou.nl/ • OpenER blog http://blog.opener.ou.nl/ |
| **Quality - OER/OEP** | The process of faculty+IP expert+web editor provided a production timeline which ensured copyright clearance and a number of points for checking and reworking material. Feedback was received at various points. Registered users were encouraged to participate in evaluating OpenER and a general survey collected user experiences with the site in general. A survey was also added |

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| | to each individual course. Conscientiousness about the quality of course materials is very high amongst authors at OUNL. Relying on this meant that very few restrictions were needed to be in place on the format of the course. This contributed to the spirit of willingness to cooperate. Authors valued having a significant degree of freedom in how they develop their courses. |
| **Innovation** | A range of size of OER is available and includes a full interactive online game example. Some data gathered in terms of patters of use and costs. Costs range from 3000 euros for an existing course to 30000 euros for the online game. Five courses can be completed by a formal exam which leads to certification. |
| **Policy** | OpenER arose as a result of response to the Lisbon agenda. Dutch Education Council, the advisory body to the Government on education, indicated three courses of action to increase to 50% of workplace attending university or college. 1. Create wider range of learning pathways, 2. Create more diversity in HE and inclusion of non-traditional groups and 3. Extend opportunities for lifelong learning, including more use of e-learning. OER set up to support option 3. Alll published under a creative commons licence (attribution, non-commercial, share alike). |
| **Actors** | • OUNL stakeholders • Lifelong learners (the particular target group for OUNL) • Faculty staff (creating the OER) • IP expert (checking and clearing copyright) • Web editor (making available online) |
| **Initiatives** | The initial idea was to derive courses for OpenER from existing courses. Each school needed to identify the appropriate courses and then create the material (self-contained, creation of introductory text, a self-test). Production model started with the faculty creating materials, these were checked for copyright clearance by an IP expert and then made available on the web via a web editor where faculty could check and amend. Updates on the project were given across the university. A project leader ensured overall coordination. Potential follow up approaches being considered include: • Participation through the temptation scenario. Introduce a strong marketing element to tempt learners using OpenER materials to become formal learners. • Spin-off scenario. A repository of free courses can reach unforeseen target groups. For example a secondary school is using the courses to introduce their children to this type of material in preparation for studying at university level. Additional consultancy support could be provided around this • Niche scenario. |

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| | Creation of OER around material produced by top Dutch scientists associated with the annual prestigious Spinoza award. • New markets scenario. Collaborating with partners in an open network to state a nationally operating Networked Open Polytechnic based on OER. Partners to include the polytechnics (Hogescholen) but also companies, employer's organisations and trade unions. • OER expert scenario. OUNL to position itself as an OER expert, spokesperson and champion. • Full OER scenario. OUNL to convert all its educational programmes and learning materials into OER |
| **Open Educational Practices** | About 10% of visitors reported that OER influenced their decisions to start some formal learning It changed attitude towards OER in the university and led to a growing awareness in the Netherlands of the value of OER. A number of principles and features were changed during the project: • Allow courses with study load other than 25 hour (between 4 – 25 hours now possible) • Inclusion of one course in English • Add courses developed from scratch • Add a read-aloud version of some courses • Add courses at advanced level Currently 24 courses. Format ranges from text (downloadable PDF) to fully web-based and interactive Attitudes with OUNL changed dramatically during the lifespan of the project. At start faculty were reluctant, seeing this as giving away valuable resources and there were issues about the time investment. Project received positive media attention and attracted a high number of visitors which changed attitudes. Criteria for inclusion of courses • Should give a good indication of the main subject areas in the School • Show how entertaining learning can be • Be attractive for existing students |
| **Tools and Repositories** | OpenER was set up on a separate IT system so as not to interfere with existing institutional IT infrastructure, using the open Content Management System eduCommons. |
| **Strategies** | This case study emphasises the importance of faculty buy in, there was greater engagement because there were not heavy restrictions placed on the format of the course and constant communication about the project helped raise its profile and importance. One of the key issues of the experiment was the possibility to do a formal examination for some of the courses. When a user succeeds, s/he will get a formal certificate (value 1 EC (European Creditpoint, about 25 hours study)) that can be converted into study points when s/he actually will start some formal, official trajectory at the Open University. This part of the ex- |

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| | periment was closely linked to formal procedures at the Institution, because of the official value a certificate possesses. It therefore needed some persuasiveness before this was actually made possible. Doing an formal exam is not for free. The user has to pay €50. Until now, only few users actually register for such an exam. |
| **Current barriers and enablers** | Intention to derive from existing courses, didn't work. Only three courses met the criteria for inclusion. Some schools also hesitated to be involved because of busy agendas and staff not having time to become involved with OpenER. • For some users a language other than Dutch is a barrier • Courses of 4 hours are considered too short to obtain a good idea of what it means to study a subject at this educational level • For fully web-based courses, users wanted a printed version • Errors in courses were reported by learners • The read-aloud versions were hardly used due to the fact that the tool (Readspeaker) produced errors in pronunciation Significant ongoing communication seems to be an important factor in terms of the perceived success of the initiative and the change in attitudes towards OER in OUNL, this included ongoing communication via email with those involved directly, via an internal web site and through a blog by the project leader. However time constraints also a barrier as this was an additional, voluntary activity for most. Lessons learnt (from the UNESCO case study): • Using both a top-down approach (visiting the deans) and a bottom-up approach (contacting enthusiastic employees for delivering courses), supported by internal communication via the intranet (among which a weblog), helps in acceptance of the project and getting the material. • Having a board member as an OER advocate helps in cases of conflict. Because this experiment was set up as a project, I, being the project leader, had no power to force people to perform activities for the project. In fact, I am dependant on the willingness of people to join. In some cases this was not enough. The project father can pull some strings then to make things happen. • Not everything can be foreseen. The publicity in national press was coincidental, but gave the project a boost. This boost initiated a momentum that convinced the employees who doubted about the project, that this project was a good thing to support. • For contributions, I only expected a plan and an idea of the content. The way of delivering the content and the demands on the content was set free by me. This because I am aware of the high |

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| | awareness of quality by the authors. Acting this way, authors were eager to deliver materials. In a few cases, material was created especially for this project. OpenER became a kind of experimental channel for them, which in my opinion creates a win-win situation for both the authors as the visitors (learners). For the future, this should be unchanged. The OER-site should be as loosely coupled as possible with the regular site of the Open University. • The different, approachable ways people can give feedback do provide very valuable data. Most important are the findings about the use of the course material and the motives for users to (not) study the material. It is not the only means though to collect data. Interviewing people, or sending out a mailing to all known visitors, are other ways that we will start with in a short time. |
| **URL to find more information** | http://www.slideshare.net/OPAL2010/opal-case-study-36-open-er-netherlands |
| **Please give three keywords for others to find your case:(tags)** | |

**28/108 wikiwijs**

| **Give your story/ experience/ practice a title:** | **wikiwijs** |
|---|---|
| **Are you Describing:** | A Best Practice within a Specific Organisation |
| **Which Organisation is the practice from?** | |
| **Institute / Department / Unit** | |
| **What is your case about?** | Using OER |
| **What does your case refer to?** | Creation of OER, Using OER, Sharing OER |
| **Which groups does your case apply to?** | Learners, Professionals |
| **Please describe your practice** | The English translation is Wikiwise. It is an open, online platform of open educational resources. Teachers and learners can find, download, adapt and re-upload resources. It subscribes to open source principles and is based on open content and standards. As suggested by the name, the project is inspired by the notion of wikis as co-constructed collaborative content. This is a very recent initiative launched in December 2009. It aims to be fully operational by September 2010. The ministry of education in Holland commissioned OUNL and Kennisnet to articulate a plan for the project around five aspects: • The development of an adequate technical infrastructure • The collection of sufficient educational resources • The establishment of an enthusiastic community of teachers • The development of proficient users with the necessary skills to develop and use OER • The development of a clearer understanding of the research issues. |
| **Quality - OER/OEP** | As this is such a new initiative there are no details of the quality processes available yet. However the project does plan to adopt a phased introduction to the initiative. |
| **Innovation** | The identification of the five aspects outlined above to drive the project (infrastructure, content, community, skills development and research) seem to act as a valuable framework against which to drive the projects activities and benchmark against in terms of success. The inclusion of a research-based approach seems particularly valuable. Also the fact that the initiative aims to be cross-sector (i.e. primary school through to universities) has the potential to be very valuable and lead to synergies and sharing of good practice across the different sectors. |
| **Policy** | Not relevant at this stage, however the promotion by the Dutch minister of Education, Ronald Plasterk at the start of the project is promising and suggests this has the potential to be a cross-sector, national initiative with Governmental strategic support. |

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| **Actors** | • Teachers from primary schools through to universities • Learners from primary schools through to universities • OER researchers • Policy makers |
| **Initiatives** | |
| **Open Educational Practices** | Building on the exiting well established Connexions tool seems like a sensible strategy. |
| **Tools and Repositories** | Given the special requirements of the project, traditional wiki tools were not deemed appropriate. The platform is adapted from the Connexions platform (http://cnx.org/). |
| **Strategies** | |
| **Current barriers and enablers** | |
| **URL to find more information** | http://www.slideshare.net/OPAL2010/opal-case-study-37-wikiwjs-netherlands |
| **Please give three keywords for others to find your case:(tags)** | |

**29/108 KELDAmed**

| **Give your story/ experience/ practice a title:** | **KELDAmed** |
|---|---|
| **Are you Describing:** | A Best Practice within a Specific Organisation |
| **Which Organisation is the practice from?** | |
| **Institute / Department / Unit** | |
| **What is your case about?** | |
| **What does your case refer to?** | Sharing OER |
| **Which groups does your case apply to?** | Learners |
| **Please describe your practice** | KELDAmed is an annotated database registering free medical e-learning resources on the internet. Its entries range from text-collection to a specific case simulation. The database is a complementary service of the Library for the Medical Faculty of Mannheim, designed to simplify immersion into content. For the searching, several criteria can be chosen from: Type of media, subject area, keyword and date of publication. Further, users have the option to comment on material or add new links that may be of interest (educational material). The service is available both in German and English language. |
| **Quality - OER/OEP** | Annotations through experts are made which help users to find their way through the learning materials. Users can not annotate further. |
| **Innovation** | • The resources are categorized quite nicely • They are categorized into podcasts + audio • Text questions • Cases studies • Web portals • Video • eBooks |
| **Policy** | |
| **Actors** | • Teachers / experts upload • Learners use |
| **Initiatives** | Access only. |
| **Open Educational Practices** | |
| **Tools and Repositories** | |
| **Strategies** | Access. |
| **Current barriers and enablers** | |
| **URL to find more information** | http://www.ma.uni-heidelberg.de/apps/bibl/KELDAmed |
| **Please give three keywords for others to find your case:(tags)** | |

**30/108 CampusContent**

| **Give your story/ experience/ practice a title:** | **CampusContent** |
|---|---|
| **Are you Describing:** | A Best Practice within a project or network |
| **Which Organisation is the practice from?** | |
| **Institute / Department / Unit** | |
| **What is your case about?** | Innovation |
| **What does your case refer to?** | Usage of OER, Vision of OEP, Strategy and/or Policy for OEP, Relevance: How to Convince Others of OEP?, Open Educational Practices, Tools for Sharing, Skills and Knowledge for OEP |
| **Which groups does your case apply to?** | Learners, Professionals |
| **Please describe your practice** | CampusContent is an interdisciplinary initiative to create, share, improve and make available digital content for teaching and learning. The project aims at developing communities around topics in which content can be shared. It is sponsored by the German national research funding organisation DFG. It is not only an initiative of ONE university but it is addressing "academic expert communities" in German speaking HE. This is interesting because it does not want to bring on board all HE organisations but rather wants to work bottom up by convincing the teachers and professors. The gist from an educational point of view is the creation of a didactic taxonomy. In the process both items of information and didactic scenarios are to be merged into settings compatible to IMS Learning Design. Its contents are numerous elaborate animations from the areas of statistics, software engineering and information technology. From the material, learning objects can be created (based on didactic scenarios), which may also be linked to educational objectives. Such a system is especially advantageous if the material – and its additional didactic information – can be easily integrated into existing learning management systems such as Moodle, thus being reusable. The educational objectives linked to the learning objects may be listed similar to a Table of Contents, offering to the student a novel, target-oriented approach to the content. The initiative pursues the following objectives: • Development of an effective model of exchange and organization for reuse of digital learning material • Development of an inducement-centered model for supply, maintenance and exchange of digital learning material • Creation and establishing of a web-community • Development of technological means to enhance the offered model's acceptance • Inclusion of external national |

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| | and international experts for continuous monitoring and controlling of the process of scientific research • Inclusion of learning technologies developed by other communities (e.g. CampusSource) • Development of methods for quality assurance • Development of a Remix-License • Measures of public relations • Involvement in standardization efforts and boards • Setting up networks by connecting persons and institutions favoring the idea of content reuse |
| **Quality - OER/OEP** | Quality assurance is provided by, in part, multi-level reviews. Experts review the materials, learners can annotate the content. |
| **Innovation** | Campus Content is an initiative which stretches over many universities. The portal offers not only a repository but also a possibility to exchange ideas and experiences for teaching. Teachers can create and upload content and establish their own teaching content area which they then can share with others. Subject matter communities can be established and can be used to exchange and discuss topics around a certain subject. Learners have access to their own learning area with their favourite contents. Educational institutions can use their own portal area. The initiative is innovative because it stretches to pedagogy and not only aims to build access. A taxonomy for re-usable learning object from the pedagogical point of view has been developed. |
| **Policy** | Participating organisations have to agree with the campus Content rules, however there are no explicit policy recommendations from the initiative for new organisations. |
| **Actors** | • Teachers / experts upload • Learners use • Organisations can join • Communities can be built around subject matter topics |
| **Initiatives** | |
| **Open Educational Practices** | • This initiative promotes OEP • It is stretching to pedagogy and innovative teaching practice • It is including community building around the practice of sharing |
| **Tools and Repositories** | The initiative includes: • Pedagogical design methods • A network of annotated content • Codified teaching experiences • Communities of subject matter experts • Technical tools for creating, sharing and learning |
| **Strategies** | Access and usage. |
| **Current barriers and enablers** | |
| **URL to find more information** | http://www.campuscontent.de |
| **Please give three keywords for others to find your case:(tags)** | |

**31/108 Podcampus**

| **Give your story/ experience/ practice a title:** | **Podcampus** |
|---|---|
| **Are you Describing:** | A Best Practice within a project or network |
| **Which Organisation is the practice from?** | |
| **Institute / Department / Unit** | |
| **What is your case about?** | Innovation |
| **What does your case refer to?** | Creation of OER, Sharing OER, Usage of OER, Tools for Sharing, Quality Concepts |
| **Which groups does your case apply to?** | Learners, Professionals |
| **Please describe your practice** | Podcampus is a podcasting platform for scientific and research contributions. Lectures and courses of interest are recorded and published as audio- and video-files. Some items have been produced exclusively for Podcampus. Producers are research institutions, academies and educational institutions from all over Germany, Austria and Switzerland. The topics range from introductory lectures for various subjects to techniques of presentation and communication, from scientific problems to a snowboard video-podcast. As a "showcase of science", Podcampus also offers interesting content for a more general audience outside of universities. However, Podcampus is also expanding in the area of academic teachings. Traditional learning opportunities at the academies can be complemented, improving the service for students. Every academic teacher, every faculty as well as every research and educational institution can publish their seminars or lectures on Podcampus. Content within Podcampus can be sorted thematically, geographically and by several other criteria. Naturally, producers are free to publish their content via their own respective website. The project Podcampus is an initiative of Multimedia Kontor Hamburg, an endeavor of Hamburg's academies. The University of Hamburg, Hamburg University of Applied Science, Hamburg University of Technology, the University of Fine Arts of Hamburg, the Academy for Music and Theater (hfmt) Hamburg and the HafenCity University Hamburg are involved in the project. (Source: http://www.podcampus.de/ueber_uns) |
| **Quality - OER/OEP** | Only implicit quality assurance because mostly the contributions are made by experts. |
| **Innovation** | Multimedia, lecture videos and podcasts. |
| **Policy** | |
| **Actors** | • Teachers / experts upload • Users download |
| **Initiatives** | |
| **Open Educational Practices** | Only access. |
| **Tools and Repositories** | |

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| **Strategies** | Access |
| **Current barriers and enablers** | |
| **URL to find more information** | http://www.podcampus.de |
| **Please give three keywords for others to find your case:(tags)** | |

**32/108 Zentrale für Unterrichtsmedien**

| **Give your story/ experience/ practice a title:** | **Zentrale für Unterrichtsmedien** |
|---|---|
| **Are you Describing:** | A Best Practice within a project or network |
| **Which Organisation is the practice from?** | |
| **Institute / Department / Unit** | |
| **What is your case about?** | Using OER |
| **What does your case refer to?** | Using OER, Repurposing OER, Usage of OER, Incentives and/or Motivation, Commitment, Mindsets and Attitudes, Tools for Sharing, Quality Concepts |
| **Which groups does your case apply to?** | Learners, Professionals |
| **Please describe your practice** | The Zentrale für Unterichtsmedien im Internet e.V. (abbrev. ZUM.DE or ZUM) is a charitable association founded September 11, 1997. ZUM is using and shaping the internet to make it a viable teaching and learning aid for all types of schools, as well as extracurricular education within the German-speaking area is ZUM's goal. The Wiki-family of ZUM, launched 2008, is a free service, enabling schools and universities to set up their own independent Wiki, which can make use of all the ZUM-Wiki's technical features. March 1, 2009, ZUM started the teachers' network ZUM-Unity, where approximately 600 registered users (status November 2009) exchange their opinions in forms and blogs. ZUM is cooperating with lernmodule.net, a charitable society for advancement of new media in schools and universities. This cooperation's objective is to provide students with free learning modules including an evaluation of success. Additionally, selected content of GEO-magazine can be downloaded without cost for the subjects Biology, Physics, History, Religious Education, Philosophy and Ethics. |
| **Quality - OER/OEP** | Use of Wikis, blogs and forums, as well as the supply of learning modules with evaluation of success. Creation of a social learning network. |
| **Innovation** | The Wiki-family of ZUM, launched 2008, is a free service, enabling schools and universities to set up their own independent Wiki, which can make use of all the ZUM-Wiki's technical features. March 1, 2009, ZUM started the teachers' network ZUM-Unity, where approximately 600 registered users (status November 2009) exchange their opinions in forms and blogs. |
| **Policy** | |
| **Actors** | • Teachers can form discussion groups and exchange materials through a WIKI platform • Learners can find and contribute materials |
| **Initiatives** | |

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| **Open Educational Practices** | |
| **Tools and Repositories** | WIKIs and weblogs |
| **Strategies** | Access and exchange around learning materials. |
| **Current barriers and enablers** | |
| **URL to find more information** | http://www.zum.de |
| **Please give three keywords for others to find your case:(tags)** | |

**33/108 EducaNext**

| **Give your story/ experience/ practice a title:** | **EducaNext** |
|---|---|
| **Are you Describing:** | A Best Practice within a Specific Organisation |
| **Which Organisation is the practice from?** | |
| **Institute / Department / Unit** | |
| **What is your case about?** | Innovation |
| **What does your case refer to?** | Creation of OER, Sharing OER, Usage of OER, Partnerships |
| **Which groups does your case apply to?** | Learners, Professionals |
| **Please describe your practice** | EducaNext, developed by Vienna University of Economics and Business, is a portal service to enable exchange of electronic learning resources on academic level. It is available to every member and researcher in the academic world (registration is necessary for utilization). The catalogue provides the option to search for content by categories, additionally there is an unrestricted search box. Major innovations of EducaNext are: • Support of exchange processes of scientific resources while maintaining rights of intellectual property • Community of more than one thousand European academic teachers • Supply of Open Content Licenses • User friendly software tool including open interfaces to learning management systems and e-content networks • Multi-level, cost-efficient approach to Quality assurance of learning content The goal of the EducaNext portal is to contribute to academies' improvement and completion of teaching content. By means of the portal, the operating institutions provide a higher quality in learning opportunities while simultaneously lowering preparatory efforts for courses. EducaNext creates new means for academies' cooperation with their strategic partners. In addition, the web-based distributive channel for scientific resources is an effective medium to raise an institution's public level of awareness. The portal offers the following options: • Exchange of content such as electronic lecture notes and textbooks, recorded lectures and presentations, case-studies, collections of questions etc • Supply of and access to trans-institutional events such as guest-lectures or joint courses • Communication with members of respective research communities • Channel of distribution and promotion for teaching material and research papers • Collaborative environment for projects in content-development Quality assurance of content is |

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| | carried out by the portal's community. Users can comment on published content or even run a complete course evaluation. Experience up to this point shows that EducaNext is used predominantly to provide resources such as tutorials, lecture notes, transparencies and case-studies. These are being used amongst others as promotional means for textbooks. Rarely are there complete courses in the portal as very often copyright issues would have to be solved, mostly causing an un-accomplishable amount of extra effort. Especially scientists such as assistant professors make use of EducaNext in order to establish themselves in the community. |
| **Quality - OER/OEP** | Quality assurance of content is carried out by the portal's community. Users can comment on published content or even run a complete course evaluation. |
| **Innovation** | Option of exchange with other users by so-called communities. Experts on several topics are brought together within these communities. |
| **Policy** | |
| **Actors** | |
| **Initiatives** | |
| **Open Educational Practices** | |
| **Tools and Repositories** | |
| **Strategies** | Access and Exchange. |
| **Current barriers and enablers** | |
| **URL to find more information** | http://www.educanext.org |
| **Please give three keywords for others to find your case:(tags)** | |

**34/108 UnisulVirtual**

| **Give your story/ experience/ practice a title:** | **UnisulVirtual** |
|---|---|
| **Are you Describing:** | A Best Practice within a Specific Organisation |
| **Which Organisation is the practice from?** | |
| **Institute / Department / Unit** | |
| **What is your case about?** | Learning |
| **What does your case refer to?** | Creation of OER, Using OER, Repurposing OER, Sharing OER, Usage of OER, Vision of OEP, Strategy and/or Policy for OEP, Incentives and/or Motivation, Open Educational Practices, Commitment, Mindsets and Attitudes, Tools for Sharing, Quality Concepts, Support Mechanisms |
| **Which groups does your case apply to?** | Learners, Professionals, Organisational Leaders, Policy Makers |
| **Please describe your practice** | UnisulVirtual is a private university located in the state of Santa Catarina in the south of Brazil. The motivations for UnisulVirtual to join the OER movement were manifold. First, there was an opportunity, which was to collaborate with the Open University (OU) of the United Kingdom in the provision of OER. UnisulVirtual is perceived as beneficial the possibility to make use of the existing platform OpenLearn, in which educational resources had been made available by the OU under the Creative Commons License. This license enabled individuals to make reuse the materials and change them for non-commercial purposes. UnisulVirtual therefore chose to both translate OpenLearn materials into Portuguese and publish them, and to translate their own materials into English, and make them available in both languages. The spotted opportunity was to make use of an existing repository rather than building a new one from scratch. What constitutes educational practice in this case study is the facilitation of the access to educational materials to both higher education students and the wider community. |
| **Quality - OER/OEP** | UnisulVirtual have always been concerned with quality, both in terms of the educational materials offered and in terms of the newly adopted open educational practice that offering OER brought about. UnisulVirtual carefully chose materials from the OpenLearn platform to be translated into Portuguese on the basis of their subject suitability to their students, and on the basis of relevance, clarity and depth. The OpenLearn materials were analysed by the UnisulVirtual tutors and referred to translation. The translation of UnisulVirtual's own material into English followed |

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| | a similar process. Likewise, there was a new open education practice taking place in the institution. UnisulVirtual was a pioneer institution to embrace the production and provision of OER in higher education in Brazil, and was willing to experiment with adopting this new practice by motivating and supporting both staff members and students to take part. Although UnisulVirtual did not create a new repository of materials, they made considerable financial investment to allow for the collaboration to happen. UnisulVirtual invested in staff to manage the OER adoption process in the institution, and also in human resources and services such as translations, IT professionals, tutors hours and training and events. Their approach to quality is perceived by both their approach to OER and OEP. Methods, concepts and practices to enhance quality in OER: • Consultation with academics regarding the potential of existing content; • Investment in training and 'acculturation' within the institution • Careful choice of materials to be transformed into OER (quality control by academics) |
| **Innovation** | The involvement of the community in the winter programme+June is an example of innovation. In this programme students of UnisulVirtual can study an online course offered as OER, but with the advantage of tutoring provided and paid for by the University. It is an optional programme for students who want to keep studying during the winter break. From 2010 the programme will be expanded to the wider community, to family and friends of learners. These will also be able to study free of charge, and will count on the support of the tutor and of the student (family member or friend) who invited them to take part in the course. Example: widening access to knowledge via OER |
| **Policy** | In Brazil there is no public policy in place for OER at private higher education institutions, which encompass more than 50% of HE provision in the country. |
| **Actors** | • University decision-makers (executives) • Academic coordinators • International relations officers • Web designers / IT personnel • Academics • Translators and third parties • Students • Wider community |
| **Initiatives** | In the case of UnisulVirtual they are promoting both OER and OEP. |
| **Open Educational Practices** | Yes, there's a collaboration cycle that can be found at: http://aisantos.wordpress.com/2010/03/05/openlearn-research-report-2006-2008/ (pg 54-55) |

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| **Tools and Repositories** | They are using the existing OpenLearn platform as to avoid duplication of efforts (particularly the experimental place for user-generated contributions, the LabSpace). |
| **Strategies** | The business model of UnisulVirtual was one of 'independent investment'; that is, they did not use public funding money to promote their OER initiative but invested out of their own university funds to implement it. From the beginning, their effort towards staff acculturation meant that their aim was to mainstream OER into their usual university practices. |
| **Current barriers and enablers** | UnisulVirtual had to hire staff to translate the OER and to discuss them with lecturers, for adaptation and localisation purposes. |
| **URL to find more information** | http://labspace.open.ac.uk/course/view.php?id=3194 |
| **Please give three keywords for others to find your case:(tags)** | |

**35/108 Community College Consortium for Open Educational Resources and the CCOT project**

| Give your story/ experience/ practice a title: | Community College Consortium for Open Educational Resources and the CCOT project |
|---|---|
| **Are you Describing:** | A Best Practice within a Specific Organisation |
| **Which Organisation is the practice from?** | |
| **Institute / Department / Unit** | |
| **What is your case about?** | Using OER |
| **What does your case refer to?** | Using OER, Usage of OER, Strategy and/or Policy for OEP, Relevance: How to Convince Others of OEP?, Open Educational Practices, Tools for Sharing, Quality Concepts, Digital Literacy |
| **Which groups does your case apply to?** | Learners, Professionals |
| **Please describe your practice** | The primary goal of the Community College Consortium for Open Educational Resources is to identify, create and/or repurpose existing OER as Open Textbooks and make them available for use by community college students and faculty. We are seeking the support of faculty to identify, review, evaluate, and make available high quality, accessible and culturally relevant model Open Textbooks. CCCOER was established in July 2007 by the Foothill-De Anza Community College District (FHDA). Also includes the CCOT project which acted as a proof of concept for the production of open text books. The proof-of-concept served to document a workflow process that would support adoption of open textbooks. |
| **Quality - OER/OEP** | The CCOT Project's collection of open textbooks currently under consideration(http://www.merlot.org/merlot/viewPortfolio.htm?id=334314), provides educators with an opportunity to share their own reviews and to find reviews submitted by others. MERLOT supports creative collaboration and sharing of learning resources with its searchable database. The CCOT Project's Content Review Committee and Technology Standards Committee developed review processes and review criteria that can serve as models for other open textbooks projects. The purpose of the review process and criteria are to establish standards by which open textbooks can be evaluated for quality, relevance, comprehensiveness, accessibility, and interoperability, thus providing faculty and administrators with information to guide their decision to adopt open textbooks. The content review process includes reviewing self-selected chapters of the textbook, writing a reviewer's statement, evaluating the textbook using an online (public) rating system, and contributing to an online discussion forum with other faculty reviewers. The rating system |

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| | developed by the Content Review Committee is based on eleven evaluative criteria such as the comprehensibility of the text, its accuracy, its modularity, and its cultural relevance. Nice model for reviewing quality of open text books, includes marks for the following criteria: clarity and comprehension, accuracy, readability, consistencey, appropriateness, interface, content usefulness, modularity, content errors, reading level, cultural relevance. See http://www.collegeopentextbooks.org/thereviews/art.html for an example. CCOTP modelled a workflow process for developing, identifying, reviewing and disseminating open textbooks suitable for community college instruction. |
| **Innovation** | Includes the Campus promo kit, which is a set of materials suitable for promoting the use of OER. This includes marketing materials, guidelines and tutorials on OER, an open textbook adoption worksheet, OER needs assessment survey, policies and models. The promo kit seems to be the primary vehicle for encouraging uptake and use of OER across the community college sector. Vision is that community college educators can benefit from knowing what other colleges have done to promote OER: What resources did they use?, What materials did they develop?, What programs worked? And What samples do they have? It also provides a link to over 150 members of the CCCOER and over 30 promoters http://oerconsortium.org/oer-promoters/ CCOT provided a proof of concept around the value and use of open text books. Close alignment with existing community and tools associated with the Connexions project are important success factors. An important aspect of CCCOER and CCOTP is challenging deeply ingrained use of published textbooks and moving towards increased awareness of viable alternatives. |
| **Policy** | Three main parts: • The Foothill-De Anza Community College District policy supports use of public domain materials for instruction. • Exemplary Collection of Institutions with OER Policy – links to a wikieducator site (http://wikieducator.org/Exemplary_Collection_of_institutions_with_OER_policy) • Reviewed Collection Best Practices – links to the DLESE collections best practices site (http://www.dlese.org/Metadata/collections/drc-best-practices.php) |
| **Actors** | Community college members CCOT team members CCOT reviewers Connexions team Faculty and learners more generally |

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| **Initiatives** | In April 2008, the CCCOER launched the Community College Open Textbook (CCOT) Project (http://www.collegeopentextbooks.org), funded by The William and Flora Hewlett Foundation (http://www.hewlett.org/Programs/Education/OER/) as a one-year feasibility study. The goals of the CCOT Project are to centralize critical open textbook information for use by community college professors and other interested parties and to document sustainable workflow approaches for producing, maintaining, and disseminating open textbooks. The purpose of the CCOT Project is to explore the feasibility of creating high-quality, accessible, and culturally relevant open textbooks at low cost for community college students and faculty. Early work included a major survey of members which found there was a large gap between those willining to use OER in their classes (91%) and those actively using OER (34%). |
| **Open Educational Practices** | The CCOT Project has identified four potential approaches to open textbook production as exemplified by four member organizations: UCCP (http://www.uccp.org/), FWK (http://www.flatworldknowledge.com), Connexions (http://cnx.org), and MITE (http://www.montereyinstitute.org/). • UCCP develops open-access, online, high-quality educational courses at the high school advanced-placement level and plans to leverage innovative technologies and expertise within the University of California by providing existing course material in Connexions. • FWK is a commercial textbook publishing company that seeks to cover the costs of producing textbooks by providing ancillary materials to students at nominal prices. • Connexions provides a versatile tool and repository where faculty can share, collaborate, remix, develop, and disseminate open learning content. • MITE, an educational nonprofit organization that manages projects for the distribution of open educational content, recommends developing a detailed how-to kit for creating open textbooks, including step-by-step instructions for developing and publishing open textbooks compatible with the Connexions platform. |
| **Tools and Repositories** | |
| **Strategies** | Aim is to replace expensive textbooks with onling interactive resources and personalised learning environments. Open textbooks are seen as a strategy towards this. Value of shifting teaching practice and culture away from traditional published text books to more innovative and interac- |

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| | tive learning materials. Production and promotion of open text books seen as a first step towards this. Recommendations arising from CCOT project (1) using Connexions as the common repository for open textbook content, in an effort to provide greater national and even international access (2) using Connexions as the tool for sharing, reusing, customizing, and disseminating open textbook content (3) further examining FWK as a sustainable business model for open textbook production (4) considering corporate funding, in return for branding, to sponsor the development of content for specific disciplines (5) approaching publishers to donate content that is going out of print and (6) identifying the process for storyboarding the development of open textbooks. |
| **Current barriers and enablers** | Challenges identified In the CCOT project 1) faculty members' and students' expectations of high production quality and ancillaries for open textbooks 2) faculty members' expectations of free printed desk copies of open textbooks (3) colleges' reluctance to mandate the use or adoption of specific open textbooks to the exclusion of other books (4) the potential for loss of revenue stream by campus bookstores (5) methods for articulating and transferring credit assurances for courses using open textbooks (6) the need to meet accessibility standards (7) methods for documenting and maintaining control over various versions (8) copyright issues 9) the process of converting existing open content to digital and accessible formats and (10) the fact that student financial aid for textbooks is not set up for online commerce. |
| **URL to find more information** | http://www.slideshare.net/OPAL2010/opal-case-study-52-mit-open-courseware-us-missing |
| **Please give three keywords for others to find your case:(tags)** | |

**36/108 EDU.FI – online learning materials service offered by the National Board of Education in Finland**

| Give your story/ experience/ practice a title: | EDU.FI – online learning materials service offered by the National Board of Education in Finland |
|---|---|
| **Are you Describing:** | A Best Practice within a project or network |
| **Which Organisation is the practice from?** | |
| **Institute / Department / Unit** | |
| **What is your case about?** | Learning |
| **What does your case refer to?** | Usage of OER, Vision of OEP, Strategy and/or Policy for OEP, Commitment, Mindsets and Attitudes, Tools for Sharing, Quality Concepts, Digital Literacy, Support Mechanisms |
| **Which groups does your case apply to?** | Learners, Professionals, Policy Makers |
| **Please describe your practice** | The Finnish National Board of Education (FNBE) is the national agency subordinate to the Ministry of Education. The FNBE has a wide range of tasks related to the development of education all through pre-primary and basic education, general upper secondary education, vocational education and training, formal adult education and training, liberal adult education (incl. folk high schools, study centres, summer universities) and basic education in the arts. FNBE is responsible for drawing up the national core curricula for basic and general upper secondary education and the framework for vocational qualifications and competence-based qualifications. |
| **Quality - OER/OEP** | Background to Finland's success in education builds on the following: Equal opportunities The Finnish education system offers everybody equal opportunities for education, irrespective of domicile, sex, economic situation or linguistic and cultural background. The school network is regionally extensive, and there are no sex-specific school services. Basic education is completely free of charge (including instruction, school materials, school meals, health care, dental care, commuting, special needs education and remedial teaching). Comprehensiveness of education Basic education encompasses nine years and caters for all those between 7 and 16 years. Schools do not select their students but every student can go to the school of his or her own school district. Students are neither channelled to different schools nor streamed. Competent teachers On all school levels, teachers are highly qualified and committed. Master's degree is a requirement, and teacher education includes teaching practice. Teaching profession is very popular in Finland, and hence universities can select the most motivated and talented applicants. |

Teachers work independently and enjoy full autonomy in the classroom. Student counselling and special needs education Individual support for the learning and welfare of pupils is well accommodated, and the national core curriculum contains guidelines for the purpose. Special needs education is integrated into regular education as far as possible. Guidance counsellors support upper grade students in their studies and choice of further education. Encouraging assessment and evaluation The student assessment and evaluation of education and learning outcomes are encouraging and supportive by nature. The aim is to produce information that supports both schools and students to develop. National testing, school ranking lists and inspection systems do not exist. Significance of education in society Finnish society strongly favours education and the population is highly educated by international standards. Education is appreciated and there is a broad political consensus on education policy. A flexible system based on empowerment The education system is flexible and the administration based on the principal of “Centralised steering – local implementation”. Steering is conducted through legislation and norms, core curricula, government planning and information steering. Municipalities are responsible for the provision of education and the implementation. Schools and teachers enjoy large autonomy. Co-operation Interaction and partnerships are built at all levels of activity. There is co-operation for the development of education between various levels of administration, between schools and between other social actors and schools. Education authorities co-operate with teachers’ organisations, pedagogical subject associations and school leadership organisations. This provides strong support for the development. A student-oriented, active conception of learning The organisation of schoolwork and education is based on a conception of learning that focuses on students' activity and interaction with the teacher, other students and the learning environment. MORE INFORMATION AVAILABLE FROM THE FOLLOWING PUBLICATIONS Quality Management Recommendation for Vocational Education and Training The Quality Management Recommendation for Vocational Education and Training is designed to serve as a strategic tool for developing quality management among all types of VET providers’ organisations, their units and forms of action. The publication consists of both the quality management recommendations and the relevant

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| | introductory texts. The publication also contains a glossary. Authors: FNBE Year: 2008 ISBN: 978-952-13-3700-0 Publication is available in these languages: English, Finnish ( Ammatillisen koulutuksen laatusuositus), Swedish ( Rekommendation om kvalitetsledning för yrkesutbildningen) Publication: Quality Management Recommendation for Vocational Education and Training (PDF). Increasing the quality and effectiveness of the management of internationalisation. The present state of the internationalisation processes of vocational education in Finland. Authors: FNBE, CIMO Year: 2009 Publication is available in these languages: English, Finnish Publication: Increasing the quality and effectiveness of the management of internationalisation (pdf) |
| **Innovation** | Special modules on searching, IPR, criticism of sources and Web pedagogy. |
| **Policy** | The goals of the EDU.fi service are to: • Support everyday schoolwork, teaching, studying and learning • Support the development of teaching, studying and learning • Support sustainable uses of Web in education • Support development of distance learning • Publish learning materials in topic areas that are not feasible for commercial publishing |
| **Actors** | Teachers, learners, authors, producers, coordinators |
| **Initiatives** | |
| **Open Educational Practices** | Several examples can be accessed at: http://www.edu.fi/verkko_oppimateriaalit |
| **Tools and Repositories** | Are there any other special tools for OER/OEP? e.g. Cloudworks, in which practices can be discussed and validated? No |
| **Strategies** | |
| **Current barriers and enablers** | |
| **URL to find more information** | http://www.oph.fi/english |
| **Please give three keywords for others to find your case:(tags)** | |

**37/108 AVO and SOMETU - Open networks for learning**

| **Give your story/ experience/ practice a title:** | **AVO and SOMETU - Open networks for learning** |
|---|---|
| **Are you Describing:** | A Best Practice within a project or network |
| **Which Organisation is the practice from?** | |
| **Institute / Department / Unit** | |
| **What is your case about?** | Learning |
| **What does your case refer to?** | Vision of OEP, Strategy and/or Policy for OEP, Business Model for OEP, Partnerships, Open Educational Practices, Tools for Sharing |
| **Which groups does your case apply to?** | Learners, Professionals |
| **Please describe your practice** | The scope of the AVO-project is to: • Strengthen the production of open content with high quality • Train and network the key experts • Create new networks of peer learning for experts of different fields • Develop school as a learning community of practice where teachers and pupils are learners • Generate open and multidimensional learning environment • Process media criticism • Strengthen active citizenship and democracy Operating through national network eOppimiskeskus, the Association of Finnish eLearning Centres, there are a dozen organizations and tens of experts involved in the project. The main themes are mobile devices, blogs and wikis in learning and interaction, training and education on virtual worlds and online-conferences. There is a commitment to piloting social media tools, open source solutions for schools and web-communities as the learning resources for teachers. Essentially the sub-project is quality evaluation; how to define criteria for peer-production and open content. The Association is a national meeting point which provides networking links for the Finnish e-learning projects and regional clusters and helps to create contacts between companies, organisations and individuals. The main outcomes of AVO are new networks and forums to facilitate web2.0-learning culture, handbooks and toolkits for teachers, decision-makers and citizens about social media, patterns for social networking and open content production, road-shows and online-conferences, hands-on workshops and seminars to train users to apply digital tools to their everyday activities. SOMETU is a network and forum for people who are interested in the potential that social media offers for learning. It is an exceptional tool that not only helps expand one's knowledge but promotes business, eDemocracy, citizen activism and leisure activities in the digital age. Development |

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| | of SOMETU is presently supported by the AVO-Project. |
| **Quality - OER/OEP** | Quality of peer-production is one of the projects for the AVO network. The basic idea is to develop novel criteria for social networking and peer-production based on eLearning quality label criteria following the principles of continuous improvement: • Description of the practices and processes of peer-production and social media use • Digital support system for this • Case descriptions of the use of the criteria in virtual networks and in organizations. |
| **Innovation** | AVO, Sometu and the eOppimiskeskus connect the actors and activists of open educational practices in Finland into a nation wide network. |
| **Policy** | |
| **Actors** | The network is more focussed on OEP than OER, even though it also promotes OER. |
| **Initiatives** | |
| **Open Educational Practices** | |
| **Tools and Repositories** | Sometu is based on Ning. |
| **Strategies** | |
| **Current barriers and enablers** | |
| **URL to find more information** | http://sometu.ning.com/ |
| **Please give three keywords for others to find your case:(tags)** | |

**38/108 Interactic**

| Give your story/ experience/ practice a title: | Interactic |
|---|---|
| **Are you Describing:** | A Best Practice within a Specific Organisation |
| **Which Organisation is the practice from?** | |
| **Institute / Department / Unit** | |
| **What is your case about?** | Learning |
| **What does your case refer to?** | Creation of OER, Sharing OER, Commitment, Mindsets and Attitudes, Tools for Sharing |
| **Which groups does your case apply to?** | Professionals |
| **Please describe your practice** | INTERACTIC is a community of 1700 teachers. This space is organised by interest groups where you share links, learning objects and reflects on practices. INTERACTIC helps teachers in identifying and sharing educational resources, and is the: • Community that has more teachers in Portugal. • Community socializing with simplicity teachers with the application of technology in the classroom. The central goal of INTERACTIC is the dissemination of technologies in education through sharing of experiences and identification of repositories of content and the sharing of individual initiatives. It is organised into 29 groups of interest. The portal offers the following options: • Identification of content such as blogs, videos, lectures and presentations, collections of questions etc. • Dissemination of international events • Communication with members of respective groups • Channel of distribution and promotion for teaching material • Collaborative environment for projects in content-development |
| **Quality - OER/OEP** | |
| **Innovation** | |
| **Policy** | |
| **Actors** | |
| **Initiatives** | |
| **Open Educational Practices** | |
| **Tools and Repositories** | |
| **Strategies** | |
| **Current barriers and enablers** | |
| **URL to find more information** | http://interactic.ning.com |
| **Please give three keywords for others to find your case:(tags)** | |

**39/108 Casa das Ciências**

| **Give your story/ experience/ practice a title:** | **Casa das Ciências** |
|---|---|
| **Are you Describing:** | A Best Practice within a Specific Organisation |
| **Which Organisation is the practice from?** | |
| **Institute / Department / Unit** | |
| **What is your case about?** | Using OER |
| **What does your case refer to?** | Creation of OER, Sharing OER, Tools for Sharing |
| **Which groups does your case apply to?** | Professionals |
| **Please describe your practice** | The purpose of the portal is to provide a collection of materials for science teachers in primary and secondary schools. It is a platform for teachers and researchers who have developed materials. All registered users can: • Use the materials deposited • Find addresses of other relevant portals, once analyzed, selected and commented • Store materials they developed for their classes so they can share its use with other teachers • Discuss specific educational issues • Find instruments for self training  This project is supported by the Calouste Gulbenkian foundation. Frequency of use by peers, and their comments posted give a measure of the impact of materials accepted and published similar to the count of citations in science. These mechanisms will be found during the operation of the portal, have naturally expected impact on the curriculum of the authors are obviously prestigious and long-term, it is estimated that will be a national reference in the field of sport. |
| **Quality - OER/OEP** | |
| **Innovation** | |
| **Policy** | |
| **Actors** | |
| **Initiatives** | |
| **Open Educational Practices** | |
| **Tools and Repositories** | |
| **Strategies** | |
| **Current barriers and enablers** | |
| **URL to find more information** | http://www.casadasciencias.org |
| **Please give three keywords for others to find your case:(tags)** | |

**40/108 Estonia country network**

| **Give your story/ experience/ practice a title:** | **Estonia country network** |
|---|---|
| **Are you Describing:** | A Best Practice within a Specific Organisation |
| **Which Organisation is the practice from?** | |
| **Institute / Department / Unit** | |
| **What is your case about?** | Learning |
| **What does your case refer to?** | Creation of OER, Using OER, Repurposing OER, Sharing OER, Usage of OER, Vision of OEP, IPR Framework for OEP, Tools for Sharing, Any other area |
| **Which groups does your case apply to?** | |
| **Please describe your practice** | Estonia is a small country (population 1.3 million), where the key actors around OER and OEP are well networked and the division of duties is well developed. Main innovative developments of educational practices in the country are clustered around open educational practices. The key actors in the field are Tiger Leap Foundation which operates in school sector, Estonian e-learning Development Centre focussing on university and vocational education, and Tallinn University Centre for Educational Technology as the key research and development body for the infrastructure services. Tiger Leap Foundation dates back to 1996 and has been the main driving force of change in Estonian schools. Lately focus has been on open source and creative commons based e-learning and various e-learning related content services development for schools. Tiger Leap Foundation and e-Learning Development Center (founded 2006) train and support the use and creation of content and network teacher for sharing their practices. The learning objects repository and exchange platforms for the services are developed together with Tallinn University CET (Elgg based Koolielu http://www.koolielu.ee/ which is the main educational portal for school teachers in Estonia, and Language Immersion Centre http://www.kke.ee/) which with the help of metadata storing uses the resources of e.g. LeMill, the tool for developing resources. In addition, CET is providing more than ten courses via wikiversity open for everybody. |
| **Quality - OER/OEP** | Tiger Leap Foundation finances e-educational materials design projects which are created considering open source based software principles and use the Creative Commons license policy. All e-educational materials that are created with the support of Foundation must be freely available and free of charge for all users as they have been |

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| | developed with the resources from the public sector. Tiger Leap Foundation approach to quality assurance of OER is based on facilitator model. There are champion teachers representing different subjects nominated for facilitating the quality of the resources developed by the teachers before publishing. Training of teachers is strongly supporting the activities around OER and OEP: One of the main goals of Estonian e-Learning Development Centre is to assure quality in e-learning. e-Learning Development Centre has its quality criteria for courses to be financed, following the TQM concept. "E-course of the year" is an annual contest that is organized since 2004. All lecturers and teachers can submit their e-courses to the contest. The e-courses will be assessed by e-learning and faculty experts and the best course authors will be awarded. Quality label application procedure has been developed so every teacher or lecturer can apply for the quality mark for their e-courses from 2008 onwards. Since 2006 the ICT competences model for teachers, lecturers, and educational technologists (also for schools) has been available. Every competence in this model describes a skill that is known in their regular work. There are several activities/procedures in conjunction to staff training that help assess quality and achieve an overall goal – assure quality in e-learning. |
| **Innovation** | The new developments of educational practices in Estonia are clumped together around the principles of openness. The prerequisite for gaining funding is openness. Learning materials stored in Estonian educational portal can be searched through the European Learning Resource Exchange portal http://lreforschools.eun.org/, thanks to the |
| **Policy** | There is no single policy that combines all the aspects of eLearning in Estonia. Both in the formulation and implementation of policies, Estonia has relied upon non-profit organisations, schools, universities and local initiatives rather than upon the Government. This has led to the establishment of various foundations and consortiums that implement policies independently, though technically they are under Government supervision. |
| **Actors** | Estonian community acts as a network where the key players have a special role in the landscape of OER and OEP. Tallinn University CET is focussing on developing infrastructure, Tiger Leap Foundation and Estonian e-Learning centre manage the projects and train and network the teachers. In- |

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| | ternational cooperation is seen fundamental for national development. |
| **Initiatives** | |
| **Open Educational Practices** | New developments are based on web 2.0 and social networking concepts. The focus of the developments in the country is on the user side. |
| **Tools and Repositories** | |
| **Strategies** | Innovation in education in Estonia is grounded around open source/OER/OEP |
| **Current barriers and enablers** | Barriers: attitudes  Enablers: openness of activities, good open practices illustrating how resources can be developed and used, training of teachers. |
| **URL to find more information** | http://www.slideshare.net/OPAL2010/opal-case-study-57-estonia |
| **Please give three keywords for others to find your case:(tags)** | |

**41/108 LeMill**

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| **Give your story/ experience/ practice a title:** | **LeMill** |
| **Are you Describing:** | A Best Practice within a Specific Organisation |
| **Which Organisation is the practice from?** | |
| **Institute / Department / Unit** | |
| **What is your case about?** | Learning |
| **What does your case refer to?** | Creation of OER, Using OER, Sharing OER, Usage of OER, Partnerships, Commitment, Mindsets and Attitudes, Tools for Sharing, Support Mechanisms |
| **Which groups does your case apply to?** | Professionals |
| **Please describe your practice** | LeMill is a web community of teachers and other learning content creators for finding, authoring and sharing open educational resources. At the moment LeMill has more than 8000 reusable learning content resources, more than 4000 descriptions of teaching and learning methods, and almost 1000 descriptions of teaching and learning tools. There are also teaching and learning stories available. LeMill community has members from 61 countries. At the moment content can be found in 13 languages. LeMill was designed and developed as part of European Commission's 6th Framework Programme project CALIBRATE. Its aims were to support the collaborative use and exchange of learning resources in schools. It brought together eight Ministries of Education including six from new member states and involved 17 partners in all. The continuation of development was supported by Tiger Leap Foundation. The dissemination of LeMill is supported by ESF AVO project. LeMill project is currently run by Media Lab at the Aalto University (Finland) together with Centre for Educational Technology at the Tallinn University (Estonia). The most active users of LeMill are in Georgia and Estonia. |
| **Quality - OER/OEP** | LeMill supports the idea of working in groups through LeMill community. There are community blogs for interest groups to coordinate and discuss the group's work. All learning resources in LeMill are either in the stage of being draft or published. The member who started the project of making the content may decide when the content will be published. The change from draft to published does not change anything in the availability of the content. The flag published just tells to the users of the site that the author(s) have considered it to be ready. When content is public, its authors are shown. For draft resources the authors are not shown. People can continue to modify and im- |

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| | prove the resource after publishing it. If the user finds some content incorrect he/she can join LeMill and fix it. The guidelines tell to respect other people's points of view and possible deeper thought and reasons behind the content they have made. LeMill trust the community's self-evaluation, however the maintainer of the service pretty much track all the editing made to the site. It can block vandals and even report criminal activities for authorities. |
| **Innovation** | In addition to content, methods, and tools there are teaching and learning stories. A story is a description of how some content, methods, and tools have been used together in a single learning event, such as a study course. Stories loosely join the other resources together. From the stories users get valuable hints on how the resources found from LeMill have been used in real teaching and learning. Through stories they may share their own experiences or use them to plan your own teaching. |
| **Policy** | About 70% of LeMill use comes from Georgia and 15% from Estonia. These two countries have been so active because the national ICT agencies (Deer Leap Foundation and Tiger Leap Foundation) have promoted LeMill among the teachers. |
| **Actors** | |
| **Initiatives** | For all resources in LeMill (content, methods, tools, stories, group blogs) LeMill use Creative Commons Attribution-ShareAlike 2.5 License. LeMill support reusing and shared development of the content, methods, tools and stories. |
| **Open Educational Practices** | |
| **Tools and Repositories** | |
| **Strategies** | |
| **Current barriers and enablers** | The community is currently searching for additional money in order to be able to maintain the service. |
| **URL to find more information** | http://lemill.net/ |
| **Please give three keywords for others to find your case:(tags)** | |

**42/108 UCT Health OER**

| Give your story/ experience/ practice a title: | UCT Health OER |
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| **Are you Describing:** | A Best Practice within a project or network |
| **Which Organisation is the practice from?** | |
| **Institute / Department / Unit** | Faculty of Health Sciences |
| **What is your case about?** | Using OER |
| **What does your case refer to?** | Creation of OER, Using OER, Sharing OER, Partnerships |
| **Which groups does your case apply to?** | Professionals |
| **Please describe your practice** | We are involved in assisting faculty members modifying existing teaching material and publishing it as OER on the UCT Open Content site as well as the OER Africa site We are encouraging staff members to share their material and use others who have done so as examples. We emphasize the social awareness aspect as well as increased awareness around what departments are doing. Initially we have found much resistance to openness but have found people initially wary of the idea beginning to think it might be a good idea. We are assisting staff technically in publishing their teaching material which really helps ie we are asking them to do a lot of the work. |
| **Quality - OER/OEP** | At the moment there is no internal QA of OER published. In fact we have had resistance tfromstaff who did not want to share their material because they felt 'it was not good enough', yet they use it in their own teaching. Our requirement when deciding whether we will publish material is dependent on 2 aspects - one the willingness of the educator to share and two, they need to use it in their teaching. |
| **Innovation** | By allowing students to choose which material they find useful for their learning. By publishing material to a broader, public audience, some changes are necessary to accommodate a general audience which often implies material quality improves or excess material is removed which benefits our students. |
| **Policy** | There is no OER policy - the university Intellectual Policy does recognise OER as a means to publish teaching material as from 2011 |
| **Actors** | Education Development Unit in the Faculty of Health Sciences who does promotion and offer technical support; OER Africa; UCT Open Content; Academics |
| **Initiatives** | Not sure |
| **Open Educational Practices** | http://opencontent.uct.ac.za/Health-Sciences/Occupational-Therapy/Occupation- |

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| | Focused-Conceptual-Frameworks was translated into Spanish and published as a journal article |
| **Tools and Repositories** | Repositories - directly OER Africa and UCT Open Content |
| **Strategies** | Perseverance and lots of patience. Making it easier for staff by offering technical support and lot of information sharing regarding licensing, Intellectual Property and Openness workshops/seminars |
| **Current barriers and enablers** | It is not mainstream, awareness is still fairly low. |
| **URL to find more information** | http://www.healthedu.uct.ac.za/workareas/healthoer/ |
| **Please give three keywords for others to find your case:(tags)** | |

**43/108 Small steps - giant leap: writing a book collaboratively.**

| **Give your story/ experience/ practice a title:** | **Small steps - giant leap: writing a book collaboratively.** |
|---|---|
| **Are you Describing:** | A Best Practice within a Specific Organisation |
| **Which Organisation is the practice from?** | Aalto University School of Economics |
| **Institute / Department / Unit** | Department of Communication |
| **What is your case about?** | Innovation |
| **What does your case refer to?** | Creation of OER, Using OER, Repurposing OER, Sharing OER, Usage of OER, Vision of OEP, Relevance: How to Convince Others of OEP?, Open Educational Practices, Tools for Sharing |
| **Which groups does your case apply to?** | Learners, Professionals, Organisational Leaders, Policy Makers |
| **Please describe your practice** | During the last 5 weeks my students and I have been writing a collaborative e-book using an open source web platform Booki. Our digital book project is a part of the Managerial Communication Course where each student has to contribute at least one chapter reflecting on his/her own case of miscommunication including analysis of the causes of miscommunication and possible recovery method. Our objectives are: 1. Contribute to the body of knowledge (Business Communication) 2. Improve writing skills by writing an actual book 4. Enhance communication skills though close collaboration 5. Create a book that can be used and re-used (e.g. updated) by others To achieve these objectives we have divided the project into 4 main stages: 1. Technical (familiarizing ourselves with the Booki platform) 2. Creative (writing chapters: drafts and self-editing) 3. Collaborative (peer-review and editing) 4. Publishing (final draft and publishing) Stages 2 and 3 are the most challenging. The students report to experience such difficulties as: * expressing own opinions openly in writing knowing that the work will be seen by thousands of readers on the WEB * defining what is ethical what is not when revealing some unconventional truth * commenting on works of others: criticism vs. constructive feedback For the instructor the main challenge is to create and maintain an inspiring working atmosphere that would encourage positive thinking, reflection, collaboration and feedback. Although the project is still in the process, I would wholeheartedly recommend Booki (please see http://www.booki.cc/) for teaching and learning alike. It makes such routine tasks as students' self-reflection, analysis of reading (articles, theories) much more creative, meaningful and interactive process. For more information, please see |

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| | http://alona-oer.blogspot.com/ |
| **Quality - OER/OEP** | Booki project is an individual initiative; the quality of OER is determined by the participants of the project through peer-review and open discussion. I believe that the same mechanism can be applied at the institutional level. |
| **Innovation** | Open Educational Practices impose new ways of thinking about learning and teaching: when mine becomes ours and ours becomes mine. This algorithm conceals a huge potential in bringing both learning and teaching to the next level. Imagine writing an open e-book collaboratively with people from different cultures about the cultural differences - not simply reading some guru's opinion on the topic but actually experiencing the topic. Wouldn't it make learning much more meaningful and memorable?! And for teachers - creating courses together and saving time, cost and effort - wouldn't it be the most natural thing to do too?! To make this happen, an institution should take an active part in supporting OEP at all levels, provide necessary information and training, showcase best practices and alike. |
| **Policy** | OER is generally supported in Finland, but there is lack of true action towards mainstreaming OEP. |
| **Actors** | In our project we have both a teacher and learners involved as actors. During the first stage of the projects learners were passive in terms of promoting OEP. Later, having learned what OER is and how it can be used and for what, some learners became really active promoters of OEP. |
| **Initiatives** | |
| **Open Educational Practices** | |
| **Tools and Repositories** | Booki - http://www.booki.cc/, an online open-source web-based platform and environment that provides (free of charge) tools for creating, collaborating on and publishing books. |
| **Strategies** | |
| **Current barriers and enablers** | Barriers: lack of information and incentives for staff |
| **URL to find more information** | http://alona-oer.blogspot.com/ |
| **Please give three keywords for others to find your case:(tags)** | |

**44/108 Socialearn**

| **Give your story/ experience/ practice a title:** | **Socialearn** |
|---|---|
| **Are you Describing:** | A Best Practice within a project or network |
| **Which Organisation is the practice from?** | |
| **Institute / Department / Unit** | Systematics Consulting |
| **What is your case about?** | Using OER |
| **What does your case refer to?** | Creation of OER, Using OER, Repurposing OER, Sharing OER, Usage of OER, Business Model for OEP, Incentives and/or Motivation, Open Educational Practices, Tools for Sharing, Quality Concepts |
| **Which groups does your case apply to?** | Learners, Professionals, Organisational Leaders |
| **Please describe your practice** | In Socialearn, we developed a platform that leverages Open Educational Resources and the social web to create engaging, immersive and participatory learning experience. The platform facilitates mapping of OER into specific curricula, and tracks learning activity and interaction between learners, the pplatform and the OERs. |
| **Quality - OER/OEP** | Socialearn allows trainers or teachers to rate the quality of each educational resource, as well as allowing learners to rate the interstingness of these resources. Combined with the analytic data collected by the platform, these metrics can be leveraged to choose high quality, interesting and engaging content and demoting or eliminating resources of lower quality. This in turn created a self-reinforcing positive feedback loop that results in higher overall quality in the OERs within the platform. |
| **Innovation** | |
| **Policy** | |
| **Actors** | |
| **Initiatives** | |
| **Open Educational Practices** | |
| **Tools and Repositories** | |
| **Strategies** | |
| **Current barriers and enablers** | |
| **URL to find more information** | http://www.socialearn.net |
| **Please give three keywords for others to find your case:(tags)** | |

**45/108 Opening Textbooks to Personalize Learning**

| **Give your story/ experience/ practice a title:** | **Opening Textbooks to Personalize Learning** |
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| **Are you Describing:** | A Best Practice within a project or network |
| **Which Organisation is the practice from?** | |
| **Institute / Department / Unit** | CK-12 Foundation |
| **What is your case about?** | Using OER |
| **What does your case refer to?** | Creation of OER, Using OER, Repurposing OER, Sharing OER, Usage of OER, Strategy and/or Policy for OEP, Partnerships, Open Educational Practices, Tools for Sharing, Quality Concepts, Digital Literacy |
| **Which groups does your case apply to?** | Learners, Professionals, Policy Makers |
| **Please describe your practice** | CK-12 Foundation, co-founded in 2006 by Neeru Khosla and Murugan Pal, is committed to providing high-quality, standards-aligned, fully-customizable classroom resources free for all to use. Our free digital textbooks, named FlexBooks® for their flexibility, as teachers can fully edit the materials, have been enhancing learning opportunities in and out of classrooms across the United States of America and beyond. Our in-house content team has worked hard to author over 80 titles, mostly in math and science for middle and high school students. We encourage schools to customize the content to fit their unique scope and sequence: they can pull chapters from different books, rearrange the chapters, delete what they aren't using, add text, video, pictures, and animations, and insert previously created materials - all under the Creative Commons Attribution-NonCommercial-ShareAlike 3.0 license. The FlexBooks® are then made available to use in different formats to fit the level of technology available in the classroom, including PDF, HTML, and ePUB. Teacher materials are available, too! You can start browsing titles and customizing your very own FlexBook® at http://www.ck12.org/flexbook/ Look out for CK-12's new initiative to support self-guided learning coming in 2012! |
| **Quality - OER/OEP** | CK-12 Foundation strives to ensure quality in its open educational materials. Our content team and editors continue to improve and update FlexBooks® and strive to provide quality learning texts to students. Feedback from users helps us maintain quality and offer better resources. |
| **Innovation** | CK-12 aspires to innovate the field of education and change education paradigms. We aim to harness the power of teachers by encouraging them to customize their classroom resources. In 2012, CK-12 will release a new system, which will give |

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| | students agency in their own learning, provide improved tools for teachers, and leverage technology to enable community and social learning. All of CK-12 materials will remain open and free for all to use. |
| **Policy** | CK-12 hopes that schools across the world will embrace policies that favor open content to educate students. |
| **Actors** | |
| **Initiatives** | |
| **Open Educational Practices** | Opening educational practices will lead to a more equitable learning experience for students. Having a library of high-quality free and open resources will grant access to quality learning experiences to all students, regardless of location or status. Furthermore, if we provide the tools for teachers to collaborate and work together on open resources, we can strengthen the tools and resources available in the classroom. |
| **Tools and Repositories** | All CK-12 Foundation titles and customization tools can be found at: http://www.ck12.org/flexbook/ We also offer a free and complete Algebra 1 curriculum, which can be found here: http://flexmath.ck12.org and a free SAT prep site at http://www.ineedapencil.com |
| **Strategies** | |
| **Current barriers and enablers** | |
| **URL to find more information** | http://www.ck12.org |
| **Please give three keywords for others to find your case:(tags)** | |

**46/108 OPEN DIGITAL UNIVERSITY**

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| **Give your story/ experience/ practice a title:** | **OPEN DIGITAL UNIVERSITY** |
| **Are you Describing:** | A Best Practice within a project or network |
| **Which Organisation is the practice from?** | |
| **Institute / Department / Unit** | |
| **What is your case about?** | Innovation |
| **What does your case refer to?** | Creation of OER, Using OER, Usage of OER, Vision of OEP, Partnerships, Digital Literacy |
| **Which groups does your case apply to?** | Learners, Professionals |
| **Please describe your practice** | Our proposed Methodology is based on a 3 Pillar System of synchronous and asynchronous distant learning education which iscomposed of: 1. The Learning Environment via the Internet by using an innovative and original e-learning platform which supports video lessons, live videoconferences, virtual libraries and labs 2. The Digital Virtual Teaching in Second Life 3. The Development of a WEB EDU TV and of a Digital Multilingual SatelliteTV Channel |
| **Quality - OER/OEP** | ISO9001:2008 |
| **Innovation** | The 3 Pillar System prescribed above will provide innovative educational services using OER |
| **Policy** | The project is still under constant amendment and policy will be finalized with the perspective partners |
| **Actors** | The project is based on voluntarism and potential cooperation from perspective partners |
| **Initiatives** | finalized with partners |
| **Open Educational Practices** | finalized with partners |
| **Tools and Repositories** | Our proposed 3 Pillar System |
| **Strategies** | CROWDSOURCING |
| **Current barriers and enablers** | LACK OF FUNDING |
| **URL to find more information** | http://www.scribd.com/doc/70511320/Proposal-for-Cooperation-for-Establishing-a-Free-Digital-University |
| **Please give three keywords for others to find your case:(tags)** | |

**47/108 Utilizing senior students in adapting teaching and learning materials as open educational resources at the University of Cape Town**

| **Give your story/ experience/ practice a title:** | **Utilizing senior students in adapting teaching and learning materials as open educational resources at the University of Cape Town** |
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| **Are you Describing:** | A Best Practice within a Specific Organisation |
| **Which Organisation is the practice from?** | University Of Cape Town |
| **Institute / Department / Unit** | Centre for Educational Technology in collaboration with the Physics Department |
| **What is your case about?** | Innovation |
| **What does your case refer to?** | Using OER, Open Educational Practices, Digital Literacy, Support Mechanisms |
| **Which groups does your case apply to?** | Learners, Professionals |
| **Please describe your practice** | While a great deal of research has focused on the potential value of OER to institutions and the community at large, less attention has been paid to the processes that need to be undertaken to adapt existing materials as OER and specifically the potential role of senior students in this process. Inspired by the University of Michigan's dScribe project, the University of Cape Town has explored the use of senior students in the process of adapting exiting teaching materials as OER. Senior students were tasked with working together with academics to clear some of their existing teaching resources as OER. The clearance process involved: accessing and working through materials to be adapted as OER, decision-making around embedded copyright issues, sourcing of alternative embedded works and adding of metadata. We believe that both the student and academic gains from this process. The students share their experience working with social media and clever ways of using the internet with the academics - while the academic shares their years of teaching experience and understanding of pedagogy with the student. |
| **Quality - OER/OEP** | Quality is determined by the author of the material. At UCT we use the 'pride of authorship' quality model. |
| **Innovation** | Pairing senior students and academics together in the creation of OER. |
| **Policy** | |
| **Actors** | Senior students and academics |
| **Initiatives** | |
| **Open Educational Practices** | |
| **Tools and Repositories** | |
| **Strategies** | |
| **Current barriers and enablers** | |
| **URL to find more information** | http://opencontent.uct.ac.za |
| **Please give three keywords for others to find your case:(tags)** | |

**48/108 Exposing practice through blogging**

| Give your story/ experience/ practice a title: | Exposing practice through blogging |
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| **Are you Describing:** | A Best Practice within a Specific Organisation |
| **Which Organisation is the practice from?** | University Of Cape Town |
| **Institute / Department / Unit** | Centre for Educational Technology |
| **What is your case about?** | Something Else |
| **What does your case refer to?** | Vision of OEP, Open Educational Practices, Skills and Knowledge for OEP, Digital Literacy, Support Mechanisms |
| **Which groups does your case apply to?** | Learners, Professionals, Organisational Leaders, Policy Makers |
| **Please describe your practice** | In exploring OER at UCT we maintained a project blog which served as a reflection point and means of sharing our progress. The blog played an important role in maintaining contact with the broader OER and internal UCT community, and was put to good use in terms of sharing presentations from OER UCT workshops and posting news about OER activity at UCT. The project blog continued post-launch and remains an important conversational vehicle for highlighting interesting developments and fostering the OER community at UCT. Since 2009 we have written 79 blog posts about OER at UCT and the blog has been visited thousands of times by people all around the world. |
| **Quality - OER/OEP** | |
| **Innovation** | |
| **Policy** | |
| **Actors** | |
| **Initiatives** | |
| **Open Educational Practices** | |
| **Tools and Repositories** | |
| **Strategies** | |
| **Current barriers and enablers** | |
| **URL to find more information** | http://blogs.uct.ac.za/blog/oer-uct |
| **Please give three keywords for others to find your case:(tags)** | |

**49/108 UNESCO OER Programme**

| Give your story/ experience/ practice a title: | UNESCO OER Programme |
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| **Are you Describing:** | A Best Practice within a Specific Organisation |
| **Which Organisation is the practice from?** | UNESCO |
| **Institute / Department / Unit** | Knowledge Societies Division |
| **What is your case about?** | Innovation |
| **What does your case refer to?** | Creation of OER, Using OER, Repurposing OER, Sharing OER, Usage of OER, Vision of OEP, Strategy and/or Policy for OEP, Open Educational Practices |
| **Which groups does your case apply to?** | Learners, Professionals, Organisational Leaders, Policy Makers |
| **Please describe your practice** | The UNESCO OER Programme is comprehensive, well-resourced, global in scope, with strong partnerships and activities in the following areas: 1. Policy Guidelines 2. Platform and tools 3. Online OER Community on the WSIS KC 4. OER Research Chairs 5. Events - 2012 World OER Congress 6. Projects - UEMOA |
| **Quality - OER/OEP** | The UNESCO/COL Policy Guidelines provide encouragement to Governments, national higher education institutions, and both internal and external quality assurance to develop, use, and measure the impact of OERs. |
| **Innovation** | The UNESCO OER Platform is a new, innovative Platform offering selected UNESCO publications and their global adaptations as fully-licensed OERs. The innovation allows a user to Find, Compare, Build, and Share their adaptations. |
| **Policy** | UNESCO will soon be adopting an open-license policy. |
| **Actors** | UNESCO Governments National higher education institutions Quality Assurance agencies Student bodies |
| **Initiatives** | |
| **Open Educational Practices** | |
| **Tools and Repositories** | UNESCO OER Platform |
| **Strategies** | UNESCO OER Programme - www.unesco.org/webworld/en/oer |
| **Current barriers and enablers** | |
| **URL to find more information** | http://www.unesco.org/webworld/en/oer |
| **Please give three keywords for others to find your case:(tags)** | |

**50/108 Free and Open Educational resources - Treasure chest or irrelevance for adult learners? - national debate.**

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| **Give your story/ experience/ practice a title:** | **Free and Open Educational resources - Treasure chest or irrelevance for adult learners? - national debate.** |
| **Are you Describing:** | A Best Practice within a project or network |
| **Which Organisation is the practice from?** | |
| **Institute / Department / Unit** | National Institute of Adult Continuing Education (UK) NIACE |
| **What is your case about?** | Something Else |
| **What does your case refer to?** | Creation of OER, Usage of OER, Vision of OEP |
| **Which groups does your case apply to?** | Learners, Professionals, Organisational Leaders |
| **Please describe your practice** | NIACE worked with the Association for Learning Technology (with support from Open University) to facilitate a national seminar in Spring 2011 entitled ' Free and open educational resources - treasure chest or irrelevance for adult learners?' REPORT BELOW Free and Open Educational Resources Treasure chest or irrelevance for adult educators? Report from NIACE – ALT Joint seminar Spring 2011 The National Institute of Adult Continuing Education (NIACE) and the Association for Learning Technology (ALT) worked jointly to run a seminar for practitioners and managers to share practice and knowledge about use of free and open educational resources. The event, entitled 'Open Educational Resources treasure chest or irrelevance for adult educators' was attended by 30 participants with about 50% from Higher Education and the balance came from different parts of the FE and Skill sector including FE colleges, third sector, local authorities and prisons. The programme included presentations from Seb Schmoller of ALT and Carl Holmberg via Skype from Scandinavia representing the European-wide OPAL project which is developing models of Open Educational Practice. Eta de Cicco (NIACE) animated a panel discussion led by John Dalziel (JISC Advance), Dr Vivien Rolfe (De Montfort University) and Simon Kear (Leicester University). A clear message from the seminar was that NIACE and ALT should both develop have a firm vision about facilitating uptake and policy regarding OERs. There is a need to bring practitioners into the debate, and to keep 'banging on about it'. This paper aims to respond to this call for us to maintain the OER debate on the discussion agenda and to draw together the guidance and vision which emerged from the seminar and subsequent interchanges on and off line. Background The term Open Educational Resources (OER) is usually understood to |

mean ‘digitised materials offered freely and openly for educators, students and self-learners to use and reuse for teaching, learning and research’. OERs may be whole courses, content modules, learning objects, journals, images, video and audio materials. In addition learning software tools are also considered as OERs The Open Course Ware project launched by Massachusetts Institute of Technology (MIT) is credited with having sparked a wave of global interest in Open Educational Resources interest after announcing in 2001 that it was going to put MIT's entire set of courses online. The term open educational resources itself was first adopted at UNESCO's 2002 Forum on the Impact of Open Courseware for Higher Education in Developing Countries. Copyright owners generally make their materials available as OERs for use and adaptation by others by assigning a Creative Commons Licence. There are a number of online repositories dedicated to OERs but they can also be sourced using advanced web search tools (eg Google – advanced search) Opportunities for Adult Learners presented by OERs. The OER movement presents significant potential benefits to adult learners. Firstly, many materials are now made publicly available through platforms which enable self directed learners to follow their own routes. This was part of the original offer from MIT and the mode has been followed by the Open University in UK through the Openlearn resource. Secondly the growing pool of resources is available to institutions and individual teachers to adopt and adapt. This has the potential to provide high quality material to enrich online and blended courses and to reduce cost of course construction. The Risks associated with Open Educational Resources These resources are subject to very variable quality checks and it is possible to find examples within the body of OERs which contain inaccuracies and poor pedagogy, so users need to make their own quality checks. It has also been expressed that there is a risk that OERs will undermine the market in good quality commercial content creation leaving a residual set of mediocre resources. Uptake at present The OER movement has a far greater hold in HE than any other sector where adults learn and even in HE good practice is patchy. It is clear that the process of sharing and efficient repurposing of publicly funded content is a massively underexploited opportunity. Getting this right could play an important part in improving learner experience. Realising the true potential of OERs for adult learners Policy priorities for adult learn-

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| | ing We share the vision and values of the Open Education Resource movement and we will seek to engage with the movement to work towards ensuring that adult learners can gain maximum benefit. We encourage providers to have an open approach to sourcing content and to select materials which will give the best learner experience. This will include free resources including Open Educational Resources but in some instances we recognise that commercially licensed material may well offer the best quality of experience. To ensure that adult learners gain maximum benefit from the expansion in use of OERs we: • encourage providers to make a policy of sharing materials that they produce through assignment of a creative commons licence or similar process. • encourage public funding projects to assign creative commons or government commons licences to materials produced. • seek to include Open Educational Practices as part of Initial Teacher training and to be available as a CPD option. • encourage providers to make OERs available on platforms where independent learners can easily access them and offer clear guidance on how to study alone and where to go for additional support. Acknowledgement NIACE and ALT acknowledge the valuable sponsorship provided for the event by the Open University. |
| **Quality - OER/OEP** | Currently practitioner judgement |
| **Innovation** | |
| **Policy** | |
| **Actors** | |
| **Initiatives** | |
| **Open Educational Practices** | |
| **Tools and Repositories** | |
| **Strategies** | |
| **Current barriers and enablers** | |
| **URL to find more information** | http://www.niace.org.uk |
| **Please give three keywords for others to find your case:(tags)** | |

**51/108 Selection & difussion of professional research articles related to pedagogy (from theory to practice).**

| | |
|---|---|
| **Give your story/ experience/ practice a title:** | **selection & difussion of professional research articles related to pedagogy (from theory to practice).** |
| **Are you Describing:** | A Best Practice within a project or network |
| **Which Organisation is the practice from?** | |
| **Institute / Department / Unit** | knowledge -based institute |
| **What is your case about?** | Using OER |
| **What does your case refer to?** | Using OER |
| **Which groups does your case apply to?** | Learners |
| **Please describe your practice** | pedagogy.ir is practicing as an OER initiative and independent knowledge based network towards lifelong learning in knowledge society. |
| **Quality - OER/OEP** | pedagogy.ir conceptual model is developed upon two fundamental & interrelated quality concepts:learning performance and learning environment.It is assumed that for any effective teaching-learning activity,first learning performance should be defined as ENDS. Then, learning environment accordingly should be designed ,developed and mobilised as MEANS. Within this holistic approach to learning ,integration of pedagogy and technology is directed to quality OERs & OEPs. |
| **Innovation** | free access to quality selected OERs. |
| **Policy** | Advocating towards community of practice & profesional networking. |
| **Actors** | lifelong learners. |
| **Initiatives** | knowledge construction. |
| **Open Educational Practices** | The passage from a behavioral approach towards social constructive approach in learning environment. |
| **Tools and Repositories** | At this stage:Power points are used. |
| **Strategies** | Being learner centered. |
| **Current barriers and enablers** | Lack of analytical and critical thinking. |
| **URL to find more information** | |
| **Please give three keywords for others to find your case:(tags)** | |

**52/108 Learning object for computer programming**

| Give your story/ experience/ practice a title: | Learning object for computer programming |
|---|---|
| **Are you Describing:** | A Best Practice within a Specific Organisation |
| **Which Organisation is the practice from?** | |
| **Institute / Department / Unit** | School of Information Technology, York University |
| **What is your case about?** | Innovation |
| **What does your case refer to?** | Repurposing OER |
| **Which groups does your case apply to?** | |
| **Please describe your practice** | Development of learning objects to support computer programming. |
| **Quality - OER/OEP** | Minimal support for the current institution. Several (mostly defunct) research groups have tried to organize learning objects in the past. |
| **Innovation** | The specific learning ojects have been praised by many instructors, but a lack of training support has interfered with broad adoption. |
| **Policy** | |
| **Actors** | From my perspective, it seems very much driven by individuals. |
| **Initiatives** | Some learning object repositories exist, but organization and outreach are difficult. |
| **Open Educational Practices** | Learning object repositories are an example, but not the most successful one. |
| **Tools and Repositories** | on-line Java applets<br>http://www.edutoolresearch.com/IconicProgrammerApplet.html<br>http://www.atkinson.yorku.ca/~sychen/research/LMC/LMCHome.html |
| **Strategies** | |
| **Current barriers and enablers** | Lack of training support. |
| **URL to find more information** | http://en.wikipedia.org/wiki/Little_man_computer |
| **Please give three keywords for others to find your case:(tags)** | |

**53/108 The Curriki Community Process for social knowledge creation**

| Give your story/ experience/ practice a title: | The Curriki Community Process for social knowledge creation |
|---|---|
| **Are you Describing:** | A Best Practice within a Specific Organisation |
| **Which Organisation is the practice from?** | Curriki |
| **Institute / Department / Unit** | www.curriki.org |
| **What is your case about?** | Innovation |
| **What does your case refer to?** | Creation of OER, Using OER, Repurposing OER, Sharing OER, Usage of OER, Vision of OEP, Strategy and/or Policy for OEP, Business Model for OEP, Partnerships, Relevance: How to Convince Others of OEP?, Incentives and/or Motivation, Open Educational Practices, Tools for Sharing, Quality Concepts, Skills and Knowledge for OEP, Digital Literacy, Support Mechanisms, Any other area |
| **Which groups does your case apply to?** | Learners, Professionals, Organisational Leaders, Policy Makers |
| **Please describe your practice** | The Curriki platform and service is designed to enable local education agencies and groups of special interest to collectively share materials in a topical domain, and then organize, extend and improve that content over time. THE intent is to train teachers on OER best practices and curriculum development strategies as defined in our OERi course: the integration of open curriculum in the classroom. The key aspect is creating direct feedback between content creation and content use and efect. |
| **Quality - OER/OEP** | There are three vetting process in the CUrriki system: 1) User rating and reviews 2) Group peer-review 3) The CRS, or Curriki Review System |
| **Innovation** | The innovation in the Curriki Communist process is to apply the methods and practices of Open Source Software development as defined by the Java Community Process, to educational materials development. |
| **Policy** | |
| **Actors** | Teachers, Students, Parents, Professionals, Editors, SMEs, technology coodinators and others. |
| **Initiatives** | ? |
| **Open Educational Practices** | Yes. There are over 600 groups in Curriki. The most active of these are all good models to look at. |
| **Tools and Repositories** | CURRIKI |
| **Strategies** | We utilize a model of sponsorship along with customization, support and maintenance contacts with partners and customers. |
| **Current barriers and enablers** | Investment capital. |
| **URL to find more information** | http://www.curriki.org |
| **Please give three keywords for others to find your case:(tags)** | |

**54/108 iTeach: a teacher training programme for the XXI Century**

| Give your story/ experience/ practice a title: | iTeach: a teacher training programme for the XXI Century |
|---|---|
| **Are you Describing:** | A Best Practice within a Specific Organisation |
| **Which Organisation is the practice from?** | TEHNE- Centre for Innovation in Education |
| **Institute / Department / Unit** | Institute for Education |
| **What is your case about?** | Improving Quality |
| **What does your case refer to?** | Repurposing OER, Usage of OER, Partnerships, Open Educational Practices, Tools for Sharing, Skills and Knowledge for OEP, Digital Literacy, Support Mechanisms |
| **Which groups does your case apply to?** | Professionals |
| **Please describe your practice** | The iTeach programme (www.iteach.ro) relies on a social networking web 2.0 platform for teachers, integrating online courses, online newsletters, groups, customizable RSS feeds, wikis and blogs, digital agenda etc. – dedicated to continuous professional development of teachers, developed by TEHNE- Centre for Innovation in Education in partnership with the Ministry of Education, Romania and the Institute for Education Sciences. Over 6000 teachers are participating in online socio-professional activities on the open platform, and the number is growing fast. |
| **Quality - OER/OEP** | ITeach programme supposes the design, development and validation of certain models and possible scenarios for professional development for didactic teaching staff in pre-university and education systems, through collaborative and research activities in a virtual environment. To achieve this goal, the online dedicated platform integrates web 2.0 instruments and facilities dedicated to the creation of virtual communities, to facilitate the change of experience, to the development at a distance research and development projects, to socio-professional collaboration, to natural familiarity with the new technologies. Quality is ensured through the committment and active participation of highly competent institutions in the education area, education specialists validating every resource added to the platform. |
| **Innovation** | Being more than just an advanced dedicated virtual environment, iTeach is implementing an actual concept of online socio-professional networks, which impel continuous improvement of skills, capacities and competences of involved members. |
| **Policy** | In the long term, through advancement and adoption of curricular construction, which favours quality, with large openness and social applicability, the project's results can significantly contribute and constitute an important premise for social, durable |

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| | development, through the increased efficiency of the learning system . The iTeach open educational practice is a landmark and a model for different and similar initiatives. |
| **Actors** | Active implication of partners in the project is the premise for this achievement – The iTeach programme is developed by the Ministry of Education Romania, the Institute for Education Sciences, and the Centre for Innovation in Education (TEHNE). |
| **Initiatives** | ITeach platform allows: - the initiation, planning and development of teaching and learning activities through collaboration at a distance between educational institutions, teachers and researchers; - the creation of online professional communities to facilitate the transfer of information, knowledge, and good practice between the members of the professional categories involved in education. In addition, participating in activities on the iTeach platform allows teaching staff to "naturally" acquaint with new technologies, using technological facilities in continuous change to satisfy current needs in the professional field: information, improvement, change of resources, change of ideas, support for realization of activities with students. |
| **Open Educational Practices** | |
| **Tools and Repositories** | Elgg, Moodle, Wordpress etc., integrated to work on the same database and with a unitary design. |
| **Strategies** | Having easy access to IT services, teachers in pre-university education system are challenged twice over: (1) by the potential of IT instruments for making more efficient didactical activities and (2) by the increasing rhythm and variety of available professional development activities. With the purpose of meeting the actual needs of the teaching staff, the Centre for Innovation in Education (TEHNE Romania) and the Ministry of Education were the initiators of an innovative project to support the education practitioners, consisting of a complex platform with resources, online courses, networking facilities, education news feeds etc., available at www.iteach.ro. Since July 2010, the platform has grown considerably, attracting teachers committed to continuously develop their professional activities through modern tools and techniques, through collaboration with other teachers and education institutions, through creation of new lesson paths and pedagogical knowledge. |
| **Current barriers and enablers** | |
| **URL to find more information** | http://www.iteach.ro |
| **Please give three keywords for others to find your case:(tags)** | |

**55/108 Self-Growing Learning Community Technological Manual**

| Give your story/ experience/ practice a title: | Self-Growing Learning Community Technological Manual |
|---|---|
| **Are you Describing:** | A Best Practice within a project or network |
| **Which Organisation is the practice from?** | |
| **Institute / Department / Unit** | sociallearnlab |
| **What is your case about?** | Learning |
| **What does your case refer to?** | Using OER, Open Educational Practices, Tools for Sharing, Skills and Knowledge for OEP |
| **Which groups does your case apply to?** | Learners |
| **Please describe your practice** | We used the wiki to manage our e-book in three versions,Self-Growing Learning Community Technological Manual,in the sociallearnlab community. |
| **Quality - OER/OEP** | We should write the new version of the e-book. |
| **Innovation** | |
| **Policy** | |
| **Actors** | |
| **Initiatives** | |
| **Open Educational Practices** | |
| **Tools and Repositories** | We used the Wiki to write a book in Chinese, Self-Growing Learning Community Technological Manual,http://www.sociallearnlab.org/wiki/index.php/SGLCTManual200905 .Then, we used the Googlegroup and Gmail to discusse how to cooperate together and organize the division of labor. |
| **Strategies** | |
| **Current barriers and enablers** | How to cooperate together and manage the division of labor. |
| **URL to find more information** | http://www.sociallearnlab.org/wiki/index.php/SGLCTManual200905 |
| **Please give three keywords for others to find your case:(tags)** | |

**56/108 Elearning.Romania**

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|---|---|
| **Give your story/ experience/ practice a title:** | **Elearning.Romania** |
| **Are you Describing:** | A Best Practice within a Specific Organisation |
| **Which Organisation is the practice from?** | Institute for Education |
| **Institute / Department / Unit** | |
| **What is your case about?** | Using OER |
| **What does your case refer to?** | Using OER, Repurposing OER, Sharing OER, Open Educational Practices, Tools for Sharing |
| **Which groups does your case apply to?** | Professionals, Organisational Leaders, Policy Makers |
| **Please describe your practice** | Elearning.Romania programme is legitimated on a two-folded basis: on one hand, the need to develop a common understanding of the computer-assisted education process, in the view of larger goals and in the framework of e-Society, and on the other hand to develop a community of practice comprised by institutions and people who are acting towards innovation. |
| **Quality - OER/OEP** | |
| **Innovation** | |
| **Policy** | |
| **Actors** | |
| **Initiatives** | Elearning.ro is a sort of a moderated wiki tool, which allows the publishing of materials within a specialised community of people and institutions interested and working in the hybrid field growing between education and ICT domains. A hybrid field that aims mainly to provide answers to some contemporary education issues: how to use ICT to lever the quality of the education process and, on a general level how to prepare for the e-Society. |
| **Open Educational Practices** | Within the Elearning.Romania website, school managers, education software developers, researchers, academics, and decision makers are given the opportunity to have a voice and to actively contribute to the development of ICT in education sector. The result is a set of materials, shaping the state-of-the-art practices and theoretical developments in the field of e-learning in Romania. |
| **Tools and Repositories** | |
| **Strategies** | |
| **Current barriers and enablers** | |
| **URL to find more information** | http://www.elearning.ro |
| **Please give three keywords for others to find your case:(tags)** | |

**57/108 Sharing Learning Designs: The LAMS Community**

| Give your story/ experience/ practice a title: | Sharing Learning Designs: The LAMS Community |
|---|---|
| **Are you Describing:** | A Best Practice within a project or network |
| **Which Organisation is the practice from?** | |
| **Institute / Department / Unit** | LAMS Foundation & Macquarie University |
| **What is your case about?** | Innovation |
| **What does your case refer to?** | Creation of OER, Using OER, Repurposing OER, Sharing OER, Tools for Sharing |
| **Which groups does your case apply to?** | Professionals |
| **Please describe your practice** | The LAMS Community is the world's leading repository of shared Learning Designs for school teachers and university lecturers. As at late 2011, there are over 7000 members of the community and a repository of over 800 community generated shared designs (using Creative Commons licenses). A number of designs have been developed as templates to allow teachers to re-use an effective teaching strategy (such as Problem Based Learning, Role Plays, Predict - Observe - Explain, etc) and apply it to their particular topic area. www.lamscommunity.org |
| **Quality - OER/OEP** | There is no formal quality approach - rather, it is a community based approach where users can rate and comment on resources to indicate their perspectives on its quality and use. The website provides a 5 star rating option, tracking of downloads, and a comment area. Community administrators remove any inappropriate content, but otherwise it is up to the community to make decisions on the usefulness of resources. |
| **Innovation** | Learning Design itself is an important innovation in OER - as it moves beyond simply a content-focussed approach to also apply OER to teaching methods/strategies - which are the shared objects in the LAMS Community repository. |
| **Policy** | The LAMS Community encourages the use of Creative Commons licenses, particularly the BY-SA-NC license. |
| **Actors** | The LAMS Community is made up of a large number of both school teachers and university lecturers. |
| **Initiatives** | |
| **Open Educational Practices** | The LAMS Community provides an example of how one type of OER (content) can be inserted into another kind of OER (teaching strategies) to create a combined OER resource that uses both content and methods together. |
| **Tools and Repositories** | LAMS Community - www.lamscommunity.org<br>LAMS - www.lessonlams.com (LAMS Authoring is a visual design environment, but unlike Compendi- |

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| | umLD, it can also implement or run the authored designs - this is the unique feature of the LAMS ecosystem). |
| **Strategies** | Increase rewards for teachers using OER, and decrease the time needed to adopt OER. |
| **Current barriers and enablers** | Lack of awareness - too much time needed to use OER practically. |
| **URL to find more information** | http://www.lamscommunity.org |
| **Please give three keywords for others to find your case:(tags)** | |

**58/108 Peoples-uni**

| Give your story/ experience/ practice a title: | Peoples-uni |
|---|---|
| **Are you Describing:** | A Best Practice within a project or network |
| **Which Organisation is the practice from?** | |
| **Institute / Department / Unit** | Peoples-uni |
| **What is your case about?** | Using OER |
| **What does your case refer to?** | Using OER |
| **Which groups does your case apply to?** | Learners |
| **Please describe your practice** | Peoples-uni (http://peoples-uni.org) uses OER as the basis for its education resources. We have placed these in an educational context and offer awards to the Masters level in Public Health. Their use allows health professionals in developing countries to access education that would not otherwise be available. Without the use of OER, the volunteers acting as tutors would not have had the time or resources to create our own educational resources. |
| **Quality - OER/OEP** | For quality of resources - we use materials that come from credible sources and have previously been peer-reviewed - we do not review them in detail. For quality of practice, we have benchmarked against a major UK university who have validated our programme. In our view, practice quality is more important than resource quality. |
| **Innovation** | There is too much focus on the resources rather then the practices in general. We have developed our own competency framework, based on a literature review of others, in a way that fits our student population and e-learning context. |
| **Policy** | Big question! We do not follow any specified policy arrangements, having created our own. |
| **Actors** | Good point - I cannot point to evidence, however anecdotally I agree with the statement. |
| **Initiatives** | As above. |
| **Open Educational Practices** | I can only point to Peoples-uni where we created our own competence framework and then benchmarked practice against a standard. |
| **Tools and Repositories** | Lots of search engines for OER themselves. For delivery, WikiEducator and Moodle are useful (Moodle being of the highest quality) |
| **Strategies** | Our business model is as a 'social enterprise' where we 'sell' enrolment in an accredited University and use of our platform to fund our infrastructure. |
| **Current barriers and enablers** | Institutional inertia and desire to compete rather than collaborate |
| **URL to find more information** | http://peoples-uni.org |
| **Please give three keywords for others to find your case:(tags)** | |

**59/108 SlideSpeech**

| Give your story/ experience/ practice a title: | SlideSpeech |
|---|---|
| **Are you Describing:** | A Best Practice within a project or network |
| **Which Organisation is the practice from?** | |
| **Institute / Department / Unit** | AUT University |
| **What is your case about?** | Innovation |
| **What does your case refer to?** | Creation of OER, Using OER, Sharing OER, Tools for Sharing |
| **Which groups does your case apply to?** | Learners, Professionals |
| **Please describe your practice** | SlideSpeech is an open source software system for creating and sharing interactive presentations on video, on the web and on mobile devices. Development is described in a paper presented at CITRENZ2011: http://www.citrenz.ac.nz/conferences/2011/pdf/81-86.pdf |
| **Quality - OER/OEP** | Wikipedia approaches quality using a crowd source approach. SlideSpeech uses the same model. |
| **Innovation** | Daniel Pink's book Drive points to Challenge, Mastery and Making a Contribution as the three motivators for people contributing to open source projects. Wikipedia attracts 400 million visitors per month for reference materials. SlideSpeech (Wiki-to-Speech) leverages that same model for learning materials. |
| **Policy** | |
| **Actors** | |
| **Initiatives** | |
| **Open Educational Practices** | Wikipedia is a model for open education content. |
| **Tools and Repositories** | See http://SlideSpeech.org |
| **Strategies** | |
| **Current barriers and enablers** | Lack of content. If you look at Khan Academy, it is a success (84 million views to date) due to the quantity of the content. Wikipedia has the equivalent of over 1500 volumes of printed content. OER needs to develop similar levels of collaboratively created (wiki-based) content. |
| **URL to find more information** | http://slidespeech.org |
| **Please give three keywords for others to find your case:(tags)** | |

**60/108 Health Education and also Practicle course devel-opment**

| Give your story/ experience/ practice a title: | Health Education and also Practicle course devel-opment |
|---|---|
| **Are you Describing:** | A Best Practice within a Specific Organisation |
| **Which Organisation is the practice from?** | Bangladesh Open University |
| **Institute / Department / Unit** | School of Science and Technology |
| **What is your case about?** | Improving Quality |
| **What does your case refer to?** | Using OER, Sharing OER, Vision of OEP, Quality Concepts, Skills and Knowledge for OEP |
| **Which groups does your case apply to?** | Learners, Professionals |
| **Please describe your practice** | I am involved in health education in distance education and responsible for planning, designing and preparing health educational modules for the Bachelor of Nursing Program. I would like to share my experience with other health education related programs of developed and developing countries. |
| **Quality - OER/OEP** | There are no set rules to check quality in BOU but we the academics do our best for our study materials. |
| **Innovation** | BOU is now developing a data base where all its study materialsare installed for use by learners and policy makers. |
| **Policy** | Bangladesh Govt and University Grants Commission have already taken some initiatives regarding e-learning. |
| **Actors** | All universities of Bangladeshhave played a vital role. |
| **Initiatives** | |
| **Open Educational Practices** | |
| **Tools and Repositories** | |
| **Strategies** | |
| **Current barriers and enablers** | Lack of infrastructure and powersupply. |
| **URL to find more information** | http://bou.edu.bd |
| **Please give three keywords for others to find your case:(tags)** | |

**61/108 OCW in University of Cantabria**

| Give your story/ experience/ practice a title: | OCW in University of Cantabria |
|---|---|
| **Are you Describing:** | A Best Practice within a Specific Organisation |
| **Which Organisation is the practice from?** | Universidad de Cantabria |
| **Institute / Department / Unit** | Area of Quality and Education Innovation |
| **What is your case about?** | Innovation |
| **What does your case refer to?** | Creation of OER, Sharing OER, Open Educational Practices, Tools for Sharing |
| **Which groups does your case apply to?** | Learners, Professionals |
| **Please describe your practice** | We work with OpenCourseWare, not only with individual courses, but with full Degrees. Full degrees site: http://ocw.unican.es/grados-oficiales-de-la-universidad-de-cantabria |
| **Quality - OER/OEP** | All the materials that we upload to OCW have to pass a quality control. First, we talk with the professors to know what they expect about their courses, and we explain to them the characteristics of OCW, answering all the questions. Once we have taken a decision about the most suitable way to upload the course (pdf format, HTML format, flash animations, interactive questions) we begin to work with the educational materials, giving to them homogeneity and improving them as much as possible. At the same time, we remove the texts and photos that could pose problems to intellectual property. This is hard work, but we normally find alternative resources with copyleft, often better than the originals. If we don't find alternative resources, we make them ourselves in the OCW department. At the beginning it was really difficult, but now it is possible because we have a real, ongoing OCW department. |
| **Innovation** | OCW is a lively project in our university, with important repercussions in education innovation and with a great capacity to dynamize the activity of those professors with little knowledge of the possibilities in e-learning. |
| **Policy** | |
| **Actors** | Professors Technical staff Students Self-learning people |
| **Initiatives** | |
| **Open Educational Practices** | |
| **Tools and Repositories** | OCW (EduCommons) |
| **Strategies** | |
| **Current barriers and enablers** | The language. At this moment, we only have courses in Spanish. We are trying to translate them into English. |
| **URL to find more information** | http://ocw.unican.es |
| **Please give three keywords for others to find your case:(tags)** | |

**62/108 Sharing haematology OER to global audiences.**

| Give your story/ experience/ practice a title: | Sharing haematology OER to global audiences. |
|---|---|
| **Are you Describing:** | A Best Practice within a project or network |
| **Which Organisation is the practice from?** | |
| **Institute / Department / Unit** | De Montfort University, School of Allied Health Sciences |
| **What is your case about?** | Learning |
| **What does your case refer to?** | Creation of OER, Using OER, Quality Concepts |
| **Which groups does your case apply to?** | Learners, Professionals |
| **Please describe your practice** | Our project SCOOTER stands for sickle cell open, online topics and educational resources. Since 2010 we have been working with university staff and students as well as external partners to develop and release a broad range of educational resources to support the area of sickle cell and thalassaemia, both disorders of the blood. Working with local hospitals is always met with enthusiasm and a rich set of assets exists there that university staff can package up and share as OER. Copyright and licence terms are always the first discussion, and external collaborators enhance the quality of resources by providing expertise, real-life application and by being critical reviewers. A challenge has been managing the volume of potential material, and also the time required to carefully log and manage the flow of OER / assets in and out. Project Website: http://www.sicklecellanaemia.org/ OER Production Pipeline: http://www.sicklecellanaemia.org/OER/article.php?id=51 |
| **Quality - OER/OEP** | Quality is currently managed at an individual / team level rather than at an institutional level. We have an OER Policy that highlights processes, training and support, and quality currently focuses on individual OER rather than overall practice. |
| **Innovation** | Engaging in OER and OEP opens up the doors for discussions with external experts and organisations, leading to collaboration both in education and research. Staff sharing OER are sharing their expertise to wider audiences through new channels, such as social networking to market OER and individuals. Students engage in OER as users and producers. OERs linked to external partners enriches their experience in terms of employability and in seeing real-life scenarios. Students producing materials, particularly assessment and multiple choice questions, all benefit from generating the questions themselves and in increasing formative assessment opportunities. |
| **Policy** | OER policy is new at our institution and a relatively |

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| | new concept in the UK. The US and other parts of the world are a little further forward. |
| **Actors** | |
| **Initiatives** | |
| **Open Educational Practices** | |
| **Tools and Repositories** | JORUM MERLOT http://www.sicklecellanaemia.org Dissemination via social networking - Facebook, Twitter, YouTube and other online sharing sites. |
| **Strategies** | |
| **Current barriers and enablers** | Time - a perception that reusing and repurposing takes time but this is not always the case with good quality materials ready-to-go. Sharing experiences and good practice will over come this. Discoverability - OER are scattered and search strategies are complex. Using search engine optimised approaches to websites to deliver OER makes them discoverable through major search engines. This is more effective than institutions placing OER in their own repositories. |
| **URL to find more information** | http://www.sicklecellanaemia.org |
| **Please give three keywords for others to find your case:(tags)** | |

**63/108 OpenExeter**

| Give your story/ experience/ practice a title: | OpenExeter |
|---|---|
| **Are you Describing:** | A Best Practice within a Specific Organisation |
| **Which Organisation is the practice from?** | |
| **Institute / Department / Unit** | |
| **What is your case about?** | Using OER |
| **What does your case refer to?** | Creation of OER, Using OER, IPR Framework for OEP, Support Mechanisms |
| **Which groups does your case apply to?** | Professionals, Organisational Leaders |
| **Please describe your practice** | Open Exeter is a JISC-funded project to release existing learning resources as OER, under a suitable license for content use and reuse. The project was launched in May 2009, with the target to make available content equivalent to 360 study credits in their academic system. They aim to embed OER provision into their mainstream content production in the University. They envisage administrating the production and publication process of the material by using an Information Technology Infrastructure Library system. Open Exeter chose to adopt the Creative Commons License, attribution, non-commercial, share-alike (cc-by-nc-sa). They are working towards a streamlined copyright clearance system. Interoperability of systems is also a concern to Open Exeter, so the materials they are launching can be downloaded as ZIP files, and are released in the IMS Content Package format. At present, their VLE is Moodle. |
| **Quality - OER/OEP** | The project places the academics in a role to control quality. There is no formal process to quality control, but a trust that work submitted by academics for online publication has embedded quality. The initiative therefore believes in the quality of its existing materials. There is a concern on both quality of OER and OEP. The focus however is on the quality of OEP, because the project aims to not only make resources available but also to trigger resources reuse by embedding IMS content package into the delivery of its content. This way, other institutions and individuals can embed their materials in other OER initiatives more easily. |
| **Innovation** | Exeter University wants to mainstream the production and provision of OER into its main academic activities. They envisage administrating the production and publication process of the material by using an Information Technology Infrastructure Library system. |
| **Policy** | In the case of Exeter it falls into the OER UK national initiative funded by JISC. |
| **Actors** | • Academics • University decision makers At the |

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| | moment the initiative is promoting access, aiming for take up and reuse. |
| **Initiatives** | |
| **Open Educational Practices** | |
| **Tools and Repositories** | For example GLOW, Connexions Their own repository, supported by Moodle and IMS common cartridge compliant for ease in the transfer of resources. |
| **Strategies** | The Information Technology Infrastructure Library system, developed by Exeter to manage the publication of OER in Open Exeter. |
| **Current barriers and enablers** | |
| **URL to find more information** | http://blogs.exeter.ac.uk/oer/blog/2009/05/ |
| **Please give three keywords for others to find your case:(tags)** | |

**64/108 Connecting the Dots in the Open Education Space: Repurposing, Aligning, Framing, and Supplementing Open Content to Produce End-to-End Open Access Courses**

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| **Give your story/ experience/ practice a title:** | **Connecting the Dots in the Open Education Space: Repurposing, Aligning, Framing, and Supplementing Open Content to Produce End-to-End Open Access Courses** |
| **Are you Describing:** | A Best Practice within a Specific Organisation |
| **Which Organisation is the practice from?** | The Saylor Foundation |
| **Institute / Department / Unit** | |
| **What is your case about?** | Using OER |
| **What does your case refer to?** | Creation of OER, Using OER, Repurposing OER, Sharing OER, Usage of OER, Quality Concepts |
| **Which groups does your case apply to?** | Learners, Professionals, Organisational Leaders, Policy Makers |
| **Please describe your practice** | When we first canvassed the open education space a few years ago as a recently-established, program-oriented foundation, we were impressed with the wealth of content available, but found that open resources were disaggregated, difficult to discover, and of ranging quality. In short, students and instructors would have a difficult time finding and using open-access and openly-licensed content. We decided that in order to make these materials useful to the most constituencies, we would organize open content in a structured, intuitive format modeled upon the traditional university course, and that we would hire accomplished instructors to design the courses and pair them with best-of-breed open content. We began with 12 of the highest-enrollment areas of study within the U.S higher education system. (These areas of study are accessible from the left hand side of our home page). Our professors conducted surveys of a range of programs around the country (from community colleges to the Ivy Leagues) and designed curricula incorporating all of the standard courses students would expect to encounter in a traditional brick and mortar institution. We aimed, wherever possible, towards the middle: we purposefully designed to the norm in order to be applicable to as many different students and learners as possible. This was a challenge, as our professors have vastly different opinions on pre-requisites, sequencing, and electives, many admittedly tied to their own areas of expertise and teaching backgrounds. Once we had established our program areas, we reviewed our professors and their qualifications (see here for a partial list of our professor consultants) in order to match them to our proposed courses. We then asked our professors to complete an online training module framing the course |

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| | design and development process. The course primes the professor in the OER space (and all of its various acronyms and licenses), acquaints him or her with tools for finding openly licensed or open access content, introduces him or her to various templates and formatting guidelines, and provides basic instructional design training. Guided by this online training module, the professor then conducts a deep search for open content. We encourage our professors to canvass the web for openly licensed materials, but also permit the use of open access content after discovering that openly licensed content is frustratingly disaggregated and difficult to find, while open access content (i.e., PBS videos, TedTalk lectures, virtual museum exhibits, etc.) is often of such high quality that it would be a disservice to the student not to include it. The professor then begins to conceptualize the course by laying out a detailed "blueprint," or a set of outcome-aligned learning taxonomies for the course. This blueprint is intended to render the content and progression of the course as transparent as possible for a student. These blueprints "set the stage for learning" throughout the course in a number of ways, but most ostensibly by presenting course content in a linear progression and aligning those topics with learning objectives. In this initial design stage, we are adamant about articulating precise, measurable learning outcomes. When well-designed, these outcomes provide a rough approximation of their criteria for success, and point to an obvious assessment method. Though it has been something of a challenge to push for these outcomes in certain cases (many professors are unfamiliar with and even resistant to them as a principle of instructional design), we consider them the cornerstone of a well-designed course. Finally, we pair this blueprint with the open content discovered earlier in this course design process and, only where necessary, create new content to paper over gaps. We try, wherever possible, to exhaust what is available prior to commissioning the development of original materials, including a standard final exam and various formative and summative assessments and assignments. The course is then subjected to extensive editorial review prior to entering a peer review process in which three other professors weigh in on the quality and scope of the course and its materials, various instructional design issues, and other course quality standards. Once a course has been edited and uploaded, we have a dedicated "permissions team" reach out to the individuals who retain copyright to any of the |

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| | "open-access" but not "open-license" content. Our team encourages copyright holders to consider adopting an open license, and, if they are not open to this arrangement, to grant us permission to host the content locally such that no links go dead and such that all content is always accessible to the student. This is a vital part of our project, and we feel that this sort of campaigning for open licensing should be undertaken throughout the OER community. We believe that our model works because it places content into context: our professors vet and draw together existing content, tie that content to learning outcomes, and then supplement that content with assessments and final exams. We also feel that our approach promotes the reuse and repurposing of OER on a variety of levels. First, our course design process is structured around the idea of making use of what is available to avoid "recreating the wheel" and to buck the "not created here" frame of mind many have observed elsewhere. Second, our permissions initiative advocates and promotes the relicensing of copyrighted content under licenses that promote reuse. Third, we are training dozens of professors from dozens of institutions to find and use open content in their own classrooms; many have reported that their work for the Foundation has shaped their own educational practices in the classroom. Finally, we have, of late, had the opportunity to collaborate with a few other outfits dedicated to creating open courseware in order to adapt existing courses to our standards. In other words, others are beginning to come to us to request that we adapt and iterate upon their existing courses in order to make them available to anyone with access to a computer. |
| **Quality - OER/OEP** | As indicated in the previous response, we expend quite a bit of time and energy vetting available content to ensure that it is of the highest quality. We train our professors use the following rubric reviewing any potential resource for inclusion in the course: 1. Is the content accurate? 2. Is the content approachable? Is it delivered in such a way that the average college student would understand it, or is it overly technical/complicated in any prohibitive way? 3. Is the content easily accessible? Is the material easy to find on the page? Is it easy to read/hear/see? Is the video recording of sufficient production quality? 4. Does the content enable the student to achieve the course's stated outcomes? Though we feel strongly that our professors have done a stellar job in reviewing and vetting available content according to this rubric, we |

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| | also subject each course to both an editorial review process, in which editors are trained to flag questionable resources and suggest that professors find replacements, and a comprehensive peer review, in which three other instructors review the course to assess course quality across a range of different criteria. We believe that OER and OEP are closely related to one another, and that our professors have had the opportunity to improve the quality of our courseware by adopting and adapting the pedagogical practices and approaches that they have seen elsewhere as they've worked on this project. Many have also reported that, through their work for the Foundation, they have begun to adapt their own classroom practices such that they incorporate open content. While a relatively small victory, we believe that this sort of direct work with our educational practitioners promotes open educational practices in a practical, important way. |
| **Innovation** | As outlined in our opening response, we believe our model is innovative in that we are pulling open educational content from a range of different sources, vetting it, and stitching it together into a series of seamless, zero-cost, end-to-end courses, complete with assessments, video lectures, and content. We believe that students can learn from this miscellany of content when it is properly framed, outcome-aligned, and delivered in a structured, intuitive format. Presenting students with a variety of resources, content types, and perspectives can present a distinctively rich learning experience. OER gives us the opportunity to borrow from other instructors, build off of their work, and adapt and adopt their instructional design practices. It is a cost-effective, scalable, and conservation-oriented approach that will ultimately substantially increase access to educational resources for those who cannot afford them. We have not seen this undertaken elsewhere; content still feels relatively "silo-ed" in much of the open education space. We feel that our approach is only one of multiple possibilities in achieving greater interoperability in the space, and encourage similar innovation amongst our peers. |
| **Policy** | We are unaware of any comprehensive OER/OEP policy arrangements, but know that there has been quite a bit of momentum in the U.S Department of Education thanks to open-minded practitioners like Hal Plotkin. In recent weeks, there has been quite a lot of discussion surrounding the federal funding of OER as a tool for boosting college completion rates at a national level. |
| **Actors** | There are a number of "open courseware" pro- |

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| | grams that appear to be more focused on providing access to open content than on encouraging their adoption/actualization in open learning environments. However, we do not see this as a negative; there need to be major powerhouses who produce the content that can in turn be incorporated and adapted where it is needed. We believe that the Washington State Board's Open Course Library is a particularly promising example of a program dedicated to both OER and OEP, as their courses make use of open content, while the program itself is designed to promote the use of such courses within all of the WSB's constituent institutions. |
| **Initiatives** | We are unaware of evidence, if any exists. |
| **Open Educational Practices** | We are unaware of any case studies, but encourage the close study of the Washington State Board's Open Course Library and Rio Salado's recent project to create two open, online courses. We also believe that our approach is a strong example of OEP in action. |
| **Tools and Repositories** | We keep an internal repository that is constantly updated for use in our courseware, but below, please find an abbreviated list of the major luminaries: http://www.opentextbook.org/ http://cnx.org/content/col10522/latest/ http://collegeopentextbooks.org/opentextbookcontent/open-textbooks-by-subject.html http://globaltext.terry.uga.edu/bookdirectory http://www.theorangegrove.org/open_textbooks.asp http://apple.com/education/itunes-u http://www.khanacademy.org/ http://www.softchalkconnect.com http://oyc.yale.edu/ http://ocw.mit.edu/OcwWeb/web/home/home/index.htm http://see.stanford.edu/see/courses.aspx http://ocw.usu.edu/ http://ocw.nd.edu/ http://academicearth.org/ http://www.merlot.org/merlot/index.htm http://www.nsdl.org http://amser.org/index.php?P=BrowseResources http://scout.wisc.edu/Reports/ScoutReport/Current/ http://www.openj-gate.com/Search/QuickSearch.aspx http://www.doaj.org/ |
| **Strategies** | In terms of business models that promote OER while sustaining a profit, we would look to: -MITE (Monterey Institute for Education and Technology), which is entirely self-funded/self-sustaining, but also provides open access to open content - FlatWorldKnowledge, which makes open-access textbooks available online for free, but charges for add-ons (like Flyx, an assessment software) and downloadable versions -Many commercial publish- |

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| | ers are now incorporating Phet's openly-licensed, online simulations and Khan Academy's openly-licensed videos into their digital offerings In terms of strategies for organizations to use OER/OEP, we recommend expending resources in training instructors/practitioners to find, vet, and discern the licensing status of OER. We have found this up-front investment to pay off long-term. |
| **Current barriers and enablers** | We believe that professors and administrators in many established institutions are afraid of OER—they worry for their jobs and are confused about the source and quality of OER, especially because much of it appears basic, unflashy, and in standard black-and-white PDF. We believe that a more comprehensive messaging campaign is necessary, and that teachers should understand that OER will not replace them, but will enable them to reach more students. |
| **URL to find more information** | http://www.saylor.org |
| **Please give three keywords for others to find your case:(tags)** | |

**65/108 BCCampus Model**

| Give your story/ experience/ practice a title: | BCCampus Model |
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| **Are you Describing:** | A Best Practice within a Specific Organisation |
| **Which Organisation is the practice from?** | |
| **Institute / Department / Unit** | BC Campus |
| **What is your case about?** | Using OER |
| **What does your case refer to?** | Business Model for OEP |
| **Which groups does your case apply to?** | Organisational Leaders, Policy Makers |
| **Please describe your practice** | BCcampus is a publicly-funded organization that uses information technology to connect the expertise, programs, and resources of all BC post-secondary institutions under a collaborative service delivery framework. We are continually developing BC's learning capacity by providing services and leadership. As a business-to-business organization our commitment is to our stakeholders, the post-secondary institutions, working closely with them as partners in this process to define and then deliver the best educational technology and distance learning services possible. Through our consultations, environmental scans and research on emerging trends in the field of educational technology and flexible learning, BCcampus has developed three key strategic directions. Our three key goals, which flow from the strategic direction, each have targeted tactics. Three Key Strategic Directions Provide agile, personalized access to educational information and services using a federated approach to connectivity across system institutions. Reduce costs and create efficiencies using collaborative and shared service models. Develop and share educational resources and expertise through the promotion of open and accessible networks. Three Key Goals: Create a secure and trusted data network among BC's post-secondary institutions for real-time student information transfer, with links to online learning resources and information provided by post-secondary system partners. Foster and support the formation of collaborations and partnerships between institutions that leverage knowledge, reduce costs and generate benefits for students. Provide educator support through online communities of practice, re-usable tools and resources, professional development strategies, technology training, and online program development. |
| **Quality - OER/OEP** | With a goal to connect, collaborate and innovate we provide valued services to institutions, ensuring BC learners, educators, and administrators get the |

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| | best, most effective technologies and services for their learning and teaching needs. |
| **Innovation** | With BCCampus's partners, we identify, acquire, develop and implement innovative technologies and services that facilitate system-wide connection points for student services and provide collaborative educational models for faculty and instructors. |
| **Policy** | Three Key Strategic Directions Provide agile, personalized access to educational information and services using a federated approach to connectivity across system institutions. Reduce costs and create efficiencies using collaborative and shared service models. Develop and share educational resources and expertise through the promotion of open and accessible networks. Three Key Goals: Create a secure and trusted data network among BC's post-secondary institutions for real-time student information transfer, with links to online learning resources and information provided by post-secondary system partners. Foster and support the formation of collaborations and partnerships between institutions that leverage knowledge, reduce costs and generate benefits for students. Provide educator support through online communities of practice, reusable tools and resources, professional development strategies, technology training, and online program development. |
| **Actors** | Instructors-Learners |
| **Initiatives** | |
| **Open Educational Practices** | |
| **Tools and Repositories** | |
| **Strategies** | |
| **Current barriers and enablers** | |
| **URL to find more information** | http://www.bccampus.ca/ |
| **Please give three keywords for others to find your case:(tags)** | |

**66/108 OER Rubrics and Evaluation Tool**

| Give your story/ experience/ practice a title: | OER Rubrics and Evaluation Tool |
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| **Are you Describing:** | A Best Practice within a project or network |
| **Which Organisation is the practice from?** | |
| **Institute / Department / Unit** | Achieve, Inc. |
| **What is your case about?** | Improving Quality |
| **What does your case refer to?** | Usage of OER, Tools for Sharing, Quality Concepts, Support Mechanisms |
| **Which groups does your case apply to?** | Learners, Professionals, Organisational Leaders |
| **Please describe your practice** | To help states, districts, teachers, and other users determine the degree of alignment of OERs to the Common Core State Standards, and to determine aspects of quality of OERs, Achieve has developed eight rubrics in collaboration with leaders from the OER community. To allow users to apply these rubrics and evaluate the quality of instructional resources, Achieve partnered with OER Commons to develop an online evaluation tool. OER Commons, an online repository for open education resources, is now hosting the tool and its resulting evaluation data. Resources rated on OER Commons will create a pool of metadata, and this metadata will be shared through the Learning Registry with other interested repositories. |
| **Quality - OER/OEP** | To help states, districts, teachers, and other users determine the degree of alignment of OERs to the Common Core State Standards, and to determine aspects of quality of OERs, Achieve has developed eight rubrics in collaboration with leaders from the OER community. To allow users to apply these rubrics and evaluate the quality of instructional resources, Achieve partnered with OER Commons to develop an online evaluation tool. OER Commons, an online repository for open education resources, is now hosting the tool and its resulting evaluation data. |
| **Innovation** | |
| **Policy** | |
| **Actors** | Achieve and the Institute for the Study of Knowledge Management in Education (ISKME) worked together to develop the OER Evaluation Tool, hosted on ISKME's OER Commons website. This Tool uses Achieve's OER Rubrics to evaluate quality of OER. |
| **Initiatives** | |
| **Open Educational Practices** | |
| **Tools and Repositories** | Achieve's Evaluation Tool is hosted on OER Commons (www.oercommons.org), a project of the Institute for the Study of Knowledge Management in Education (ISKME). ISKME is also making the |

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| | Achieve OER Evaluation tool available and providing technical support to other organizations who would like to use the rubrics for resources found outside of OER Commons, ensuring a rich dataset of Common Core aligned content across the Web. |
| **Strategies** | The ability to find resources that align to the Common Core State Standards (CCSS) and evaluate the quality of these resources will be advantageous as states and districts across the USA begin to adopt the CCSS and prepare for common assessments. Providing teachers and administrators with tools like this will help increase use of OER. |
| **Current barriers and enablers** | |
| **URL to find more information** | http://http://www.achieve.org/oer-rubrics |
| **Please give three keywords for others to find your case:(tags)** | |

**67/108 ict@innovation: Free your IT-Business in Africa through Open Training (Material) on FOSS Business Models**

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| **Give your story/ experience/ practice a title:** | **ict@innovation: Free your IT-Business in Africa through Open Training (Material) on FOSS Business Models** |
| **Are you Describing:** | A Best Practice within a project or network |
| **Which Organisation is the practice from?** | |
| **Institute / Department / Unit** | ict@innovation, a partnership of FOSSFA (Free Software and Open Source Foundation for Africa) and the 'Deutsche Gesellschaft für Internationale Zusammenarbeit' (GIZ) |
| **What is your case about?** | Learning |
| **What does your case refer to?** | |
| **Which groups does your case apply to?** | |
| **Please describe your practice** | The ict@innovation programme builds capacities in African small and medium ICT enterprises and supports Free and Open Source Software (FOSS) powered business. How can I build a sustainable business around Free and Open Source Software in Africa? - In order to answer this frequently asked question by young African IT-business owners, GIZ and FOSSFA have developed an open model of training and training material under the heading of ict@innovation: Free your IT-Business in Africa! - a set of Advanced Training Material on African Free and Open Source Software (FOSS) Business Models for IT-SMEs. The material arises from another milestone of ict@innovation: the successful development of a training-of-trainer programme on the topic of African FOSS business models in more than 15 countries in Southern and East Africa. It has proven crucial for the success of the training to apply a concept of open & local contenct creation for local relevance. The material has thus been collaboratively developed by more than 80 FOSS experts from Africa and Europe for use as training material for experts and executive staff from IT businesses in Africa, ICT-associations, their member organisations, ICT-training institutions as well as universities and their trainers. It was also important to embed the development and updating of the material into the larger framework of a multi-year capacity building chain of actions: The open training material is part of all training-of-trainer actions of ict@innovation, a partnership of FOSSFA (Free Software and Open Source Foundation for Africa) and GIZ of Germany, funded by the German Federal Ministry for Economic Cooperation and Development (BMZ). The ict@innovation programme builds capacities in African small and medium ICT enterprises to make a business with Free |

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| | and Open Source Software (FOSS). In this context, the Advanced Training Material on African FOSS Business Models for IT-SMEs is an important milestone in the endeavour to harness the potential of Free and Open Source Software (FOSS) to drive innovation, add local value and create sustainable and affordable ICT solutions in Africa. Information on the initiative, the material, the creation process and successful use of the material in over 20 local trainings can be found on the website: http://www.ict-innovation.fossfa.net/alp |
| **Quality - OER/OEP** | We are using a results-based monitoring and evaluation system to monitor the quality of the capacity-building work defined as results in terms of concrete learning experiences. We have a set of indicators related to these outcomes such as: 1.1) Number and relevance of captured, documented business models, which are promising within African contexts 1.2) Modules of open training material produced within the ict@innovation programme rated as relevant, useful and practical by training participants (to be measured through participants evaluations, rating mechanisms and usage statistics) 1.3) Number of multipliers / institutions with improved knowledge base and problem solving abilities, regarding FOSS business strategies and FOSS business training 1.4) Number of national trainings on the different topics addressed in the regional trainings & take-up of training material |
| **Innovation** | Clearly, we are using OER as a tool to create knowledge through wisdom of the crowd type of innovation processes. Also, we believe, that a major innovation in programme design is only possible through OER: We are able to increase sustainability of follow-up trainings substantively by allowing for commercial use of the training material, therefore contributing to a viable business models of the training itself. |
| **Policy** | --- |
| **Actors** | |
| **Initiatives** | See above |
| **Open Educational Practices** | See above |
| **Tools and Repositories** | WikiMedia platforms. No other tools used yet. |
| **Strategies** | An important strategy of our programme is to use the OER to promote a business models of our training partners: We are able to increase sustainability of follow-up trainings substantively by allowing for commercial use of the training material, therefore contributing to a viable business models of the training itself. |
| **Current barriers and enablers** | Barriers: - no knowledge about legal implications, no institutional policy. Enablers: - demand, result-orientation, orientation towards sustainability. |

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| **URL to find more information** | http://www.ict-innovation.fossfa.net/ |
| **Please give three keywords for others to find your case:(tags)** | |

**68/108 Modular Object-Oriented Dynamic Learning Envi-ronment(Moodle)**

| Give your story/ experience/ practice a title: | Modular Object-Oriented Dynamic Learning Envi-ronment(Moodle) |
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| **Are you Describing:** | A Best Practice within a project or network |
| **Which Organisation is the practice from?** | |
| **Institute / Department / Unit** | MoodleRooms |
| **What is your case about?** | Learning |
| **What does your case refer to?** | Using OER |
| **Which groups does your case apply to?** | Organisational Leaders, Policy Makers |
| **Please describe your practice** | Moodle is an Open Source Course Management System (CMS), also known as a Learning Manage-ment System (LMS) or a Virtual Learning Environ-ment (VLE). It has become very popular among educators around the world as a tool for creating online dynamic web sites for their students. To work, it needs to be installed on a web server somewhere, either on one of your own computers or one at a web hosting company. The focus of the Moodle project is always on giving educators the best tools to manage and promote learning, but there are many ways to use Moodle: - Moodle has features that allow it to scale to very large de-ployments and hundreds of thousands of students, yet it can also be used for a primary school or an education hobbyist. - Many institutions use it as their platform to conduct fully online courses, while some use it simply to augment face-to-face courses (known as blended learning). - Many of our users love to use the activity modules (such as forums, databases and wikis) to build richly collab-orative communities of learning around their sub-ject matter (in the social constructionist tradition), while others prefer to use Moodle as a way to de-liver content to students (such as standard SCORM packages) and assess learning using assignments or quizzes. |
| **Quality - OER/OEP** | |
| **Innovation** | |
| **Policy** | |
| **Actors** | |
| **Initiatives** | |
| **Open Educational Practices** | |
| **Tools and Repositories** | |
| **Strategies** | |
| **Current barriers and enablers** | |
| **URL to find more information** | http://moodle.org |
| **Please give three keywords for others to find your case:(tags)** | |

**69/108 DIDASknol**

| Give your story/ experience/ practice a title: | DIDASknol |
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| **Are you Describing:** | A Best Practice within a Specific Organisation |
| **Which Organisation is the practice from?** | DIDASCA - The First Italian Cyber Schools for Life-long Learning |
| **Institute / Department / Unit** | DIDASforce - Task Force for Innovation in Education |
| **What is your case about?** | Learning |
| **What does your case refer to?** | Creation of OER |
| **Which groups does your case apply to?** | Learners |
| **Please describe your practice** | DIDASknol is the first digital textbook in the world created collaboratively by teachers, students and lifelong learners using the Google Knol technology. |
| **Quality - OER/OEP** | DIDASCA is certified by DNV - Det Norke Veritas. |
| **Innovation** | Don't spend time re-inventing the wheel ! |
| **Policy** | |
| **Actors** | |
| **Initiatives** | Please visit this website: http://www.ValliDellaMateriaGrigia.it |
| **Open Educational Practices** | Please visit this website: http://www.didasca.org |
| **Tools and Repositories** | Google Knol, Google Apps for Education. |
| **Strategies** | Currently ongoing ... |
| **Current barriers and enablers** | Laziness with principals and teachers. |
| **URL to find more information** | http://www.didasknol.it |
| **Please give three keywords for others to find your case:(tags)** | |

**70/108 Using OER in Entrepreneurship Training**

| Give your story/ experience/ practice a title: | Using OER in Entrepreneurship Training |
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| **Are you Describing:** | A Best Practice within a project or network |
| **Which Organisation is the practice from?** | |
| **Institute / Department / Unit** | Open Universiteit - UNESCO Chair Knowledge Transfer for Sustainable Devlopment supported by ICTs |
| **What is your case about?** | Innovation |
| **What does your case refer to?** | Creation of OER, Using OER, Partnerships, Open Educational Practices |
| **Which groups does your case apply to?** | Learners, Professionals |
| **Please describe your practice** | The project targets innovation in the curriculum of the Institute of Social Ministry at Tangaza College, Nairobi, Kenya. The project is a collaboration project between Tangaza College and Open Universiteit in the Netherlands. As the focus is on innovation, it has been decided that the creation of learning materials will be OER based to be efficient and to be able to move forward. The materials used in the project are not OER as such. But we convinced the owner that the reuse of the materials would not create competition. One of the project goals is to produce freely accessible learning materials (OER under CC license). As the project wants to use these materials to serve different target group the project itself already requires reuse of materials. Therefore one of the challenges is to design and develop materials that are suitable for reuse. More informatoin on the project is available on the project website. |
| **Quality - OER/OEP** | The institution does not really differ between the regular quality assurance of course production and the production of OER or OEP. We approach the OER or OEP in the same way as the standard course design. This includes testing of designed materials with the target group before releasing the materials. |
| **Innovation** | OER/OEP enables the organization to focus on innovation. In this sense innovation is more the innovation of the learning experience. Resources are not spent on creating materials from scratch in the traditional model. Instead resources are spent on reusing materials in an innovative learning model. This means introduction of multimedia, interactivity, groupwork. But the most important innovation is that the curriculum development is now including the stakeholders in the communities. Especially alumni are now part of the curriculum development and will become part of the learning model in the new curriculum. In this way the bridge be- |

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| | tween formal and non-formal learning is structural and stable in both directions. |
| **Policy** | As the project is positioned in Kenya, the response here reflects the situation in Kenya as far as I am familiar with the situation. In general I experienced a great interest in OER as a concept. Awareness is still a problem both at the institutional and national level. Direct confrontation with OER creates direct enthusiam with both management and staff of the institution I work with. |
| **Actors** | The most common actors are the institutional staff member who embrace the OER concept. After producing high quality materials these actors adopt the OER concept to grant others access to their materials. There is far less interest in actually reusing somebody else's materials. In this sense OEP is not very popular. |
| **Initiatives** | I am not involved in evaluating OER or OEP initiatives in this way. So I really cannot say. |
| **Open Educational Practices** | No |
| **Tools and Repositories** | At this stage of the project it is too early to say. For project purposes we use a very small setup based on in house developments. |
| **Strategies** | Both partner universities in this project are still experimenting with the concepts. Open Universiteit ihas been doing this for quite some time now. For Tangaza College this project is the first experiment. I am not aware of a fully implemented strategy or a businessmodel based on OER. |
| **Current barriers and enablers** | As a personal opinion I would identify the following barriers: 1. The not invented here syndrome. 2. The lack of sound business models. 3. Awareness on how to doit really in practice. |
| **URL to find more information** | http://entrep.unescochair-ou.nl |
| **Please give three keywords for others to find your case:(tags)** | |

**71/108 A SOCIETY FOR ALL through EDUCATION**

| Give your story/ experience/ practice a title: | A SOCIETY FOR ALL through EDUCATION |
|---|---|
| **Are you Describing:** | A Best Practice within a Specific Organisation |
| **Which Organisation is the practice from?** | UNESCO |
| **Institute / Department / Unit** | WSIS |
| **What is your case about?** | Innovation |
| **What does your case refer to?** | Strategy and/or Policy for OEP, Partnerships, Incentives and/or Motivation, Open Educational Practices, Commitment, Mindsets and Attitudes, Digital Literacy |
| **Which groups does your case apply to?** | Organisational Leaders |
| **Please describe your practice** | Taking into serious account the Ageing generation in the States of the EU and their active role in contemporary society ,we consider that we have to take care of their continuous education on key-social issues. The Senior Citizens of Europe support the second and third Generations and offer multi-dimensional help covering many of their key-needs. But They need Educational support and Long-Life Learning. And this is the main duty of Organisational leaders. |
| **Quality - OER/OEP** | The role of the Organizational leaders in the European Society which is a Society of Ageing people with special needs but who have to play various role in their families and their social environment too, is very important and at the same time ,it needs special organization,experiences and deep knowledge. So OER and OEP have to become our tools and our motivation. |
| **Innovation** | The field itself is very innovative. Because Senior Citizens who are considered fragile and frail ,have to develop skills and they have to be helped and supported |
| **Policy** | Through WSIS and its key-Programs ,Organization Leaders have to create Partnerships - Networks,which with the Governmental Organizations and Regional Governments to create new policies and new mechanisms for the Society for All to become a reality |
| **Actors** | The main Acrtors will be the Senior Citizens of Societies,who in close collaboration with Organization leaders create common and broad networks of Partnerships |
| **Initiatives** | The main leading initiative is the fact that in 2040 for the first time in History our Earth Planet will be home to more elderly people (over 60) than children |
| **Open Educational Practices** | A Broad collaboration with many OEP and OER Leaders and Society Makers |
| **Tools and Repositories** | Long-Life-Learning tools Special Motivation Infor- |

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| | mation New Technologies |
| **Strategies** | The notion of globality through Education and continuous Learning have become deeply entrenched in societies all around the world. So our Strategies will have a global dominant image. Also we have to inform people that educating Seniors is a strategy by itself. |
| **Current barriers and enablers** | The current barriers are the situation and the current image of Seniors through the world is still a barrier in itself. We have to change the Image of Elders, because the idea of spending money and time for them are still not acceptable. So the current stereotype is the main barrier that has to be changed |
| **URL to find more information** | |
| **Please give three keywords for others to find your case:(tags)** | |

**72/108 Professional Education, Testing and Certification**

| Give your story/ experience/ practice a title: | Professional Education, Testing and Certification |
|---|---|
| **Are you Describing:** | A Best Practice within a Specific Organisation |
| **Which Organisation is the practice from?** | PEOI |
| **Institute / Department / Unit** | |
| **What is your case about?** | Learning |
| **What does your case refer to?** | Creation of OER, Using OER, Vision of OEP, Strategy and/or Policy for OEP, Business Model for OEP, Relevance: How to Convince Others of OEP?, Tools for Sharing, Quality Concepts |
| **Which groups does your case apply to?** | Learners, Professionals, Organisational Leaders |
| **Please describe your practice** | PEOI's courses that are completed, have an automated testing mechanism which serves several purposes: -1) give students an overall knowledge assessment of chapter or course; -2) give an immediate correction and explanation for poorly understood concepts; -3) allow students to take test on same material without seeing exactly the same test because of large test questions data bank and each question is rearranged each time; -4) allow PEOI to award a course completion certificate to students who complete all required tests with average of 70 or above; -5) allow third party to see test taken and verify level of knowledge; -6) receive feedback from student on quality of question through comments and erroneous answers statistics. |
| **Quality - OER/OEP** | Quality of PEOI's test questions is sought in several ways. First, test questions must be directly linked and based on a concept in a chapter. Second, test questions are reviewed and tried by at least one person other than author. Third, comments by students and excessive number of erroneous answer may disqualify a question from being in the data bank. |
| **Innovation** | PEOI's automated testing mechanism is indispensable for self-learners, and can assist student in class in preparing for their semester exams. |
| **Policy** | Open automated knowledge assessment is not known to be subject to any institutional or governmental policy anywhere. It is believed that institutions should encourage the use of automated knowledge assessment because of its learning benefit to students. |
| **Actors** | Those who are involved in PEOI's automated testing are first those who write the test questions, those who edit and review them, management that verifies the number and format of test questions in a data bank is appropriate, the students who take test and leave comments, and those who |

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| | use test results to modify test question data banks and who award course completion certificates. |
| **Initiatives** | PEOI has imported OER from several OER websites including Connexions and MIT, and has been developing test questions for the imported courses. The websites from where the content was imported are most welcome to make use of PEOI's automated testing when the test questions data banks for these courses are ready. |
| **Open Educational Practices** | All PEOI's completed courses have automated testing. Anyone can try out PEOI's testing mechanism: it is entirely free and open. Conversely, test questions creation is solely restricted to PEOI's registered authors. |
| **Tools and Repositories** | PEOI uses nine internally developed cgi procedures related to test questions: 1- to extract concepts subject to questions; 2- to convert concepts into as many types of questions as possible such as multiple choice, true/false, fill-in, calculation, graph or audio based, comparing of images. 3- to reject or edit and save each question; 4- to seed tests by extracting questions from data bank; 5- to administer test one question at a time; 6- to evaluate and comment on test results by student; 7- to record test and evaluation results; 8- to view past test results, wording of question, explanations and student comments; 9- to compare statistics on questions by question, chapter, course and field. |
| **Strategies** | Most OER today do not have enough knowledge assessment components. Test questions are often static and do not link to explanations. Knowledge assessment can be an important feature of OER for employers who can either look at prior test results of a job applicant, or administer a test on the spot, thus removing any doubt about whose knowledge is assessed. Consequently, automated testing can be important in generating funding for OER from employers. |
| **Current barriers and enablers** | Notwithstanding the tools used at PEOI to develop test questions data banks, writing quality test questions is a difficult task and consequently development of test questions data banks take a long time. |
| **URL to find more information** | http://www.peoi.org |
| **Please give three keywords for others to find your case:(tags)** | |

**73/108 Educational Opportunities for People and Peasants**

| Give your story/ experience/ practice a title: | EDUCATIONAL OPPORTUNITIES FOR PEOPLE AND PEASANTS |
|---|---|
| **Are you Describing:** | A Best Practice within a project or network |
| **Which Organisation is the practice from?** | |
| **Institute / Department / Unit** | INSTITUTO DE INVESTIGACIONES Y ESTUDIOS SUPERIORES ESCANDINAVO MEXICANO |
| **What is your case about?** | Using OER |
| **What does your case refer to?** | Incentives and/or Motivation |
| **Which groups does your case apply to?** | Learners |
| **Please describe your practice** | We are motivating poor people who did not go to school to take our educational practices? we also visited peasants. We sacrafice financial gain because people who do not have a formal job never pay a cent. Distance education is welcomed by these poor people, because we use television, internet and the postal service. This is mainly because people do not have electricity but can learn by post with materials sent to the town's main post office. There are also populations based in the desert and jungle, to them we give access to our website: www.iiesem.edu.mx |
| **Quality - OER/OEP** | We are innovating our process to reach every inhabitant of our country. We give talks and conferences to show the opportunity that OER is for every one. |
| **Innovation** | We do not use only technology ressources, we also use the post office a lot. We think that the technology perspective as the unique method to learn is elitist, and we give education to the people that currently do not have technology ressourses. |
| **Policy** | Classical |
| **Actors** | Citizens, government and ONGs |
| **Initiatives** | Isolated people are not reached by technology. |
| **Open Educational Practices** | Post office. |
| **Tools and Repositories** | We insist on using post offices. |
| **Strategies** | To find the government support or ONGs |
| **Current barriers and enablers** | The barriers are the people who live very far away from the cities. The enablers are the deserts, jungles and isolated islands. |
| **URL to find more information** | http://www.iiesem.edu.mx |
| **Please give three keywords for others to find your case:(tags)** | |

**74/108 Peer production of the WikEducator open community governance policy**

| Give your story/ experience/ practice a title: | Peer production of the WikEducator open community governance policy |
|---|---|
| **Are you Describing:** | A Best Practice within a Specific Organisation |
| **Which Organisation is the practice from?** | WikiEducator |
| **Institute / Department / Unit** | |
| **What is your case about?** | Improving Quality |
| **What does your case refer to?** | Creation of OER, Strategy and/or Policy for OEP, Open Educational Practices |
| **Which groups does your case apply to?** | Professionals, Organisational Leaders, Policy Makers |
| **Please describe your practice** | Peer production of the WikiEducator open community governance policy using a wiki and mailing list to involve the community of educators. The task was to amend an existing policy. We started with a project charter to establish a workgroup and outline what needed to be done and the approach: http://wikieducator.org/Workgroup:Amendments_to_Open_Community_Governance_Policy The charter was accepted by the workgroup members and approved by 14 council members. An issue tracker was set up as the primary focus point for discussion on any aspect of the document: http://wikieducator.org/Workgroup:Amendments_to_Open_Community_Governance_Policy/Issue_Tracker Issues were raised and discussed on the issue tracker. Near month change an e-mail was sent out to WikiEducator mailing lists to alert the community of progress and items needing community input. Suggested changes were made if not challenged within 3 weeks (or less during the last few weeks before the deadline). A blog was maintained to keep track of major actions: http://wikieducator.org/Workgroup:Amendments_to_Open_Community_Governance_Policy/Blog At the end of the process the blog, the issue tracker and project charter were used as the basis for a final report: http://wikieducator.org/Workgroup:Amendments_to_Open_Community_Governance_Policy/Workgroup_report The report was presented at the appropriate community council meeting and the draft policy approved by majority vote: http://wikieducator.org/WikiEducator:Community_Council/Meetings/Third#Approved A similar but less formal process was used for developing a code of conduct: http://wikieducator.org/Workgroup:Code_of_Conduct/1st_Draft |
| **Quality - OER/OEP** | WikiEducator relies on commons-based peer production for quality. This means that multiple col- |

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| | laborators are involved in development of the resource continuously evaluating the changes, commenting and editing as appropriate. Educators and learners are free to make copies and adapt resources to their own needs. Quality is contextual. WikiEducator communities may institute their own processes to manage quality. |
| **Innovation** | The free licences used on WikiEducator (predominantly cc-by-sa and cc-by) permit innovation at all levels of the OER development process and beyond in terms of collaborative production, localisation, dissemination, and educational practices. |
| **Policy** | WikiEducator users may apply whatever policies are relevant according to the level of the project (departmental, institutional, national, ...). In general, as a matter of principle, OER should be usable and editable with libre software. WikiEducator's policy (for example) specifies that resources must be free cultural works: http://freedomdefined.org/Definition |
| **Actors** | Actors: educators and learners. Both behaviours occur: merely accessing _and_ use of the resources in innovative practices. Most participants are introduced via http://wikieducator.org/Learning4Content - an experience of WikiEducation in practice. |
| **Initiatives** | WikiEducator promotes the use of pedagogical templates which are generally oriented around educational practices. See: http://wikieducator.org/Using_WikiEducator The OERF and OERu initiatives are being run on WikiEducator: http://wikieducator.org/OERF http://wikieducator.org/OER_university along with several institutional initiatives: http://wikieducator.org/OERF:Featured_institutions |
| **Open Educational Practices** | The approach in the following project illustrates an effective wiki educational practice: http://wikieducator.org/Learning4Content Wiki + mailing list |
| **Tools and Repositories** | Mediawiki and Moodle. Mailing lists. |
| **Strategies** | Liberate learning resources to leverage the efficiencies of peer production. Make money by offering services to localise, adapt, enhance and share OER and OEP - learning design innovation and course delivery. To maximise the promise of OER make it a requirement that all resources are delivered in free and open file formats readily usable and editable with libre software: http://wikieducator.org/Say_Libre |
| **Current barriers and enablers** | Barrier: institutions restricting learners to nonfree software. This is unethical: http://www.gnu.org/education/edu-schools.html |

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| | (also http://www.gnu.org/education/ and http://wikieducator.org/Say_Libre) and has forced WikiEducator to support users of such - compromising by providing resources in formats suitable for restricted and free users. Barrier: ignorance around the ethical issues (educational institutions have a duty to develop good citizens who help each other and share) and opportunities available with free software. On the content level an enabler is the Creative commons licenses: cc-by-sa (pro-freedom) and cc-by (pro-choice). |
| **URL to find more information** | http://wikieducator.org/Workgroup:Amendments_to_Open_Community_Governance_Policy |
| **Please give three keywords for others to find your case:(tags)** | |

**75/108 Usng OER to improve time to development and quality of teaching/learning materials**

| Give your story/ experience/ practice a title: | Usng OER to improve time to development and quality of teaching/learning materials |
|---|---|
| **Are you Describing:** | A Best Practice within a Specific Organisation |
| **Which Organisation is the practice from?** | University of the West Indies Open Campus |
| **Institute / Department / Unit** | Course Development Department |
| **What is your case about?** | Something Else |
| **What does your case refer to?** | Using OER, Repurposing OER, Quality Concepts, Support Mechanisms |
| **Which groups does your case apply to?** | Professionals |
| **Please describe your practice** | The UWI Open Campus is a relatively new entry into the use of OER in course development. Although sensitization and specific purpose orientation activities have taken place over the past three years, a Course Development Department was only formed in August 2011, and tasked with the mandate to improve the quality of online resource materials and the time to development/packaging of these materials for student assessment and use. This has required a reorientation of thinking among internal curriculum development and instructional design staff, and more so short term contracted course developers/content specialists. The Open Campus practice in the recent past has been to contract subject/content specialists to write course manuals, an activity approximate to writing of a text book which drew on published works requiring copyright permissions for use. Time to development spanned a period of 6 to 9 months in subject areas for which published sources were readily available, to periods in excess of a year for those specialized areas in which the subject specialist was required to draw on experiences and create new content to support existing sources. The combined time to development and associated costs for copyright permissions hampered the campus in its thrust to speedy development and offer of courses and programmes in key demand areas. While use of OER is still an ongoing process, being achieved through phasing, on average, development time has been reduced to between 3 and 6 months. Curriculum and instructional design staff are working to develop protocols for continuous assessment of quality of sources, repurposing strategies to fit Caribbean contexts and reorientation of course developers. Course developers for the most part require training in the identification of appropriate OER materials and effective use, as apposed to published texts which their professional and academic training and experiences have prepared them for. A |

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| | similar procesd is ongoing for use of open source multimedia content to enhance interactivity and improve delivery of courses. |
| **Quality - OER/OEP** | |
| **Innovation** | |
| **Policy** | |
| **Actors** | |
| **Initiatives** | |
| **Open Educational Practices** | |
| **Tools and Repositories** | |
| **Strategies** | |
| **Current barriers and enablers** | |
| **URL to find more information** | |
| **Please give three keywords for others to find your case:(tags)** | |

**76/108 Math Future Network**

| Give your story/ experience/ practice a title: | Math Future Network |
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| **Are you Describing:** | A Best Practice within a project or network |
| **Which Organisation is the practice from?** | |
| **Institute / Department / Unit** | Math Future |
| **What is your case about?** | Something Else |
| **What does your case refer to?** | Creation of OER, Sharing OER, Vision of OEP, Partnerships, Commitment, Mindsets and Attitudes, Tools for Sharing, Digital Literacy, Support Mechanisms |
| **Which groups does your case apply to?** | Learners, Professionals, Organisational Leaders |
| **Please describe your practice** | Math Future is a community of communities that connects leaders of mathematics education projects and communities. The practice is regular live online meetings (webinars, 110+ so far), generally happening once or twice a week. It is accompanied by asynchronous communications (email groups, a wiki, a bookmark group, a LinkedIn group, a twitter chat tag) that promotes collaboration. What works is the combination of regular live (recorded) interactions and asynchronous communication spaces. http://mathfuture.wikispaces.com/events |
| **Quality - OER/OEP** | We are developing taxonomies for several types of resources, such as mathematics education games. We are also aggregating groups of experts in innovative areas such as computer-based math, math game design, early advanced mathematics that aren't available for communities outside of a few (closed) university groups. |
| **Innovation** | We need better meta-data on our social objects. We are working on several projects that will provide innovation in that area. |
| **Policy** | |
| **Actors** | Several hundred leaders of large and small, institutional and non-institutional projects in mathematics education. |
| **Initiatives** | |
| **Open Educational Practices** | Math game design group Moebius Noodles project (birth to five advanced math for parents) |
| **Tools and Repositories** | Wikispaces Google Groups Elluminate webinars Diigo bookmark Twitter LinkedIn Mindmapping software (multiple) QATO Q&A platform |
| **Strategies** | |
| **Current barriers and enablers** | Multiple registrations at multiple platforms (web as a platform not working quite smoothly together) is a barrier, but open platforms themselves are enablers still, overall. |
| **URL to find more information** | http://mathfuture.wikispaces.com/events |
| **Please give three keywords for others to find your case:(tags)** | |

**77/108 connecting the unconnected**

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| **Give your story/ experience/ practice a title:** | **connecting the unconnected** |
| **Are you Describing:** | A Best Practice within a project or network |
| **Which Organisation is the practice from?** | |
| **Institute / Department / Unit** | Gedaref digital city organization GDCO |
| **What is your case about?** | Innovation |
| **What does your case refer to?** | Creation of OER, Strategy and/or Policy for OEP, Partnerships, Open Educational Practices, Tools for Sharing, Quality Concepts, Skills and Knowledge for OEP, Digital Literacy |
| **Which groups does your case apply to?** | Learners, Organisational Leaders |
| **Please describe your practice** | We are working with marginalized and under-served communities 1- people with disability 2- out of school children in rural areas |
| **Quality - OER/OEP** | |
| **Innovation** | We used to train the deaf group for 5 - 6 months at the beginning but when we use an already deaf person as trainer we finish the course in 21 days. |
| **Policy** | |
| **Actors** | |
| **Initiatives** | |
| **Open Educational Practices** | |
| **Tools and Repositories** | |
| **Strategies** | |
| **Current barriers and enablers** | |
| **URL to find more information** | |
| **Please give three keywords for others to find your case:(tags)** | |

**78/108 Evangelising in support of OER**

| Give your story/ experience/ practice a title: | Evangelising in support of OER |
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| **Are you Describing:** | A Best Practice within a Specific Organisation |
| **Which Organisation is the practice from?** | ACHARYA NARENDRA DEV COLLEGE (UNIVERSITY OF DELHI) |
| **Institute / Department / Unit** | Acharya Narendra Dev College |
| **What is your case about?** | Using OER |
| **What does your case refer to?** | Creation of OER, Vision of OEP, Partnerships, Relevance: How to Convince Others of OEP?, Open Educational Practices |
| **Which groups does your case apply to?** | Organisational Leaders, Policy Makers |
| **Please describe your practice** | As a Principal of a college I was able to place my opinion about the whole paradigm of 'Open' in front of my colleagues and lead the college to go 'open' - we held our first 'FOSS and Linux' workshop in December 2007, and in May 2008 we had decided to go FOSS as far as possible in our teaching laboratories, administrative and accounts sections - we achieved this over a year from then. I was responsible for our college holding first OER (L4C - Wikieducator workshop) in October 2008 for faculty in our college as well as other colleges of the University of Delhi. I developed a partnership with Commonwealth of Learning which resulted in availability of bounty to conduct about twenty more such workshops in college, in the University, in schools in Delhi. Encourage participants to upload content. I was also called upon to conduct Wikieducator workshops in NCERT (National Council of Educational Reserach and Training - the decision making body on school education in India) , in Universities in Mumbai, Haldwani, Moradabad and in Dhaka, Bangladesh. I was instrumental in our college holding a Conference on 'OPEN 2011 - Open Paradigms in Education' in February in Delhi, with participation of about a 100 educators. In this conference OER, Open licensing, OEP were discussed. I have now been requested by COL to help the Mumbai University to upload two courses as OER - which involves working with teachers of Mumbai University - explaining the concept of OER, CC etc, besides giving the technicalogical help needed. This is an ongoing project. Besides, have been continuously ensuring that FOSS workshops are held frequently to expose more and more students to FOSS and encourage them to adapt to and adopt FOSS. FOSS workshops are held at the start of every academic session for the fresh students since college computers run on FOSS. Have been associated with CEMCA-COL on Easynow work- |

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| | shops - tools for converting educational content to multimedia using mainly FOSS. Have conducted several such workshops. |
| **Quality - OER/OEP** | Quality in OER is through peer review and feed-back from students. |
| **Innovation** | Of course, OER/OEP innovate educational practic-es. This encourages better student-teacher inter-action, gives freedom to teachers to develop their own style of presentation, collaborate with col-leagues. |
| **Policy** | |
| **Actors** | I encourage teachers to upload OER content be-sides of course using OERs. |
| **Initiatives** | |
| **Open Educational Practices** | |
| **Tools and Repositories** | Wikieducator |
| **Strategies** | |
| **Current barriers and enablers** | |
| **URL to find more information** | http://andcollege.du.ac.in, http://wikieducator.org/User:Savi.odl |
| **Please give three keywords for others to find your case:(tags)** | |

**79/108 Improved stoves supply in Katoro village**

| Give your story/ experience/ practice a title: | Improved stoves supply in Katoro village |
|---|---|
| **Are you Describing:** | A Best Practice within a project or network |
| **Which Organisation is the practice from?** | |
| **Institute / Department / Unit** | Environmental and Resource Management |
| **What is your case about?** | Learning |
| **What does your case refer to?** | Creation of OER, Using OER, Repurposing OER, Sharing OER, Usage of OER, Vision of OEP, Strategy and/or Policy for OEP, Business Model for OEP, Partnerships, Relevance: How to Convince Others of OEP?, IPR Framework for OEP, Incentives and/or Motivation, Open Educational Practices, Commitment, Mindsets and Attitudes, Tools for Sharing, Quality Concepts, Skills and Knowledge for OEP, Digital Literacy, Support Mechanisms, Any other area |
| **Which groups does your case apply to?** | Learners, Professionals, Organisational Leaders, Policy Makers |
| **Please describe your practice** | The improved stoves used for cooking of different items in developing countries especially in rural areas, this is manufactured using soil, water, scraper and technicians in peoples kitchens and other hand improved stoves. |
| **Quality - OER/OEP** | This is with high quality simply because the stove does not use charcoal ,so contributing to the improved management of environments. |
| **Innovation** | The stoves are used to control pollution instead of cutting trees and making charcoal, now we will be using improved stoves to cook. |
| **Policy** | Contributed a lot for policy makers to stop humans from cutting trees because of alternative way of producing heat to sustain their needs. |
| **Actors** | Populations are getting access to tree/forest management. |
| **Initiatives** | |
| **Open Educational Practices** | Students from universities are visiting us to see the demonstration promotion of the manufacturing of improved stoves. |
| **Tools and Repositories** | |
| **Strategies** | Training of improved stove makers, knowledge and skills. |
| **Current barriers and enablers** | Traditional beliefs and cultures. |
| **URL to find more information** | |
| **Please give three keywords for others to find your case:(tags)** | |

**80/108 Massive Open Online Course (MOOC)**

| **Give your story/ experience/ practice a title:** | **Massive Open Online Course (MOOC)** |
|---|---|
| **Are you Describing:** | A Best Practice within a project or network |
| **Which Organisation is the practice from?** | |
| **Institute / Department / Unit** | National Research Council / Institute for Information Technology / Learning and Collaborative Technologies |
| **What is your case about?** | Innovation |
| **What does your case refer to?** | Creation of OER, Using OER, Sharing OER, Usage of OER, Vision of OEP, Strategy and/or Policy for OEP, Business Model for OEP, Partnerships, Relevance: How to Convince Others of OEP?, IPR Framework for OEP, Incentives and/or Motivation, Open Educational Practices, Commitment, Mindsets and Attitudes, Tools for Sharing, Skills and Knowledge for OEP, Digital Literacy, Support Mechanisms |
| **Which groups does your case apply to?** | Learners, Professionals, Organisational Leaders, Policy Makers |
| **Please describe your practice** | The Massive Open Online Course (MOOC) is a concept developed by Stephen Downes, George Siemens (University of Manitoba, Athabasca University) and Dave Cormier (UPEI) in 2008. The practice consists of hosting a traditional college or university course in an open environment, supported by technology that facilitates massive participation. A series of MOOCs have been hosted by various organizations since (please see http://en.wikipedia.org/wiki/Massive_open_online_course for examples). MOOCs are instances of a connectivist pedagogy. The essential element is to foster and support connections between participants and learning resources. Participants in MOOCs are encouraged to use their own platform (blog, photo account, social network site) to create and/or share resources. Typically, a MOOC will be supported with technology that facilitates this sharing. A number of MOOCs have used gRSShopper, an application that harvests RSS feeds created by participant platforms, organizes the material, and redistributes it as a daily email newsletter and RSS feed. The principle of connectivist learning is that the learning takes place not as a result of absorbing the course content, but rather in using course content as the basis for conversation and the creation of additional materials. Typically in a MOOC more content is produced than learners can consume; they are encouraged to select content that is relevant to their own circumstance and by so doing create an |

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| | individual perspective or point of view on the domain of discourse. Conversation is also often seeded by the hosting of online sessions with guest participants, typically experts in the field. While these live sessions are attended by a smaller percentage of participants, they result in the production of artifacts that prompt additional discussion. |
| **Quality - OER/OEP** | There is no filtering or other mechanism directly addressing quality in a MOOC. The design is such that quality materials will be discovered and highlighted by course participants. Quality, in other words, is not determined by experts, it is crowdsourced. This is an important feature of MOOCs. There is not the presumption that (a) there is a single type of quality that applies to all participants, and (b) that this quality could be recognized by course facilitators. Accordingly, what we observe in a MOOC is that participants will cluster around different types of materials or media - for example, they may cluster around a discussion board, social network site, or virtual world. Quality is then indicated in different ways specific to those environment s(such as the 'Like' button in Facebook). Additionally, course facilitators do not participated as dispassionate observers or 'coaches'. Rather, they participate as though they were students, creating resources on an ad hoc basis, highlighting materials they find interesting or useful, and in other ways modeling the practice of quality contributions. 'Quality' in a MOOC is defined not as the exceptional nature of published materials, but rather the richness and utility of conversation and discussions mediated by those artifacts and other activities. Hence, quality is determined post-publication, and even post-distribution, as an emergent property, and not an inherent property of the resource itself. The most overt quality mechanism is the review of participant feeds. Each feed is reviewed by a facilitator prior to being added to the list of aggregated feeds, as follows: - to ensure the URI submitted for the feed RSS (or Atom, or other supported format) is correct - to ensure the content encoding is correct, and can be understood by the aggregator - to ensure the content is not spam, or irrelevant to course materials Participants also select by overt action the content they want included in the course through the embedding of a course tag (for the current 'Change' MOOC the tag is '#change11') in the title, description or category fields. |
| **Innovation** | The MOOC is as a whole an innovative education- |

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| | al practice. For example, the following: - a course need not be offered by a specific institution; while one institution may 'seed' the course, other institutions may use the MOOC as the basis for courses of their own, which they evaluate and and credential in their own way. - all aspects of course function are open; in addition to open educational resources, planning documents are open (and may be edited by participants), online class sessions are open (and recorded, the recordings posted), materials contributed by participants are open (though participants may form their own closed groups; we don't force anyone to contribute), and any evaluative materials are open. - the principles of learning by conversation and creation of artifacts are not in themselves new - we are reminded of Papert's constructionism, for example - the conduct of these activities in a massive open online environment is new |
| **Policy** | MOOCs are mostly characterized by a lack of policy. Course materials themselves are licensed under CC-By-NC-SA (though there is no particular requirement for this). Contributors own and manage their own IP. It is important to note that contents are never actually acquired by the institution or merged in any way. This frees the participating organizations from most policy requirements governing IPR, quality, accessibility and hosting conditions. Materials are accessed in situ by course participants, and are only linked to or referenced by the course management system. There are certain policy implications that could be recommended by the model, such as: - public support for MOOC applications and environments, such as content aggregation software, online synchronous meeting software, etc. - public support for open educational resources that may be used by the MOOC application - this supports the authoring and hosting of content deemed important from a public policy perspective |
| **Actors** | Actors in the MOOC include: - course facilitators, and often volunteers helping the facilitators - course participants, both 'for-credit' participants at one or more institutions, and non-credit participants - guest experts or session hosts - the rest of the world, in the form of people who create resources that may be accessed by course participants OER actors produce whatever they want; there is no effort made to police their production, and this would in fact be counterproductive to the objectives of the MOOC. |
| **Initiatives** | Not applicable, except in the sense that the |

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| | course itself produces a series of artifacts (such as synchronous session recordings) and these are stored online. A website http://www.mooc.ca has been established to store archived MOOCs. |
| **Open Educational Practices** | The more general model of open educational practices is to consider openness to be the default, rather than the exception. As a consequence, aspects of the course production that are closed are done so only as a last resort, with good justification. For example: - the course participant list is closed, and not shared with anyone. This is to prevent the course list from being used for spam. Participation in general may be anonymous. A privacy and security policy is employed: http://change.mooc.ca/privacy.htm This policy is specific to the course, but could be modified and standardized as a common practice. - access to the gRSShopper administration functions are closed, in order to prevent access to course participant information, and to prevent unauthorized use of the emailing function or page publication functions - individual student records related to course grading policies at specific institutions are closed, for privacy reasons - and as mentioned elsewhere, participants at any time have the *option* to create closed discussions or groups; these are not 'official' parts of the course (there are no 'official' parts of the course, though those organized by facilitators tend to have a higher status among participants) |
| **Tools and Repositories** | The primary tool for the Downes/Siemens/Cormier MOOCs has been gRSShopper (http://grsshopper.downes.ca), a purpose-built application supporting the aggregation, remixing and distribution of references to OERs. |
| **Strategies** | There are no strategies that specifically encourage the use of OERs; rather, there is instead a lack of strategies requiring the use of proprietary materials. When participants are not required to use proprietary materials, they gravitate toward OERs on their own. Many will rely on the listing provided by course RSS feeds and emails, while many others will find or produce materials of their own, contributing them to the course. No business model is needed in order to stimulate the production of these resources, over and above the business model that supports the offering of a course in the first place. |
| **Current barriers and enablers** | Not applicable in the current context. The MOOC assumes that constraints are not placed on the production and distribution of relevant materials. |
| **URL to find more information** | http://www.mooc.ca |

**Please give three keywords for others to find your case:(tags)**

**81/108 Blogging**

| Give your story/ experience/ practice a title: | Blogging |
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| **Are you Describing:** | A Best Practice within a project or network |
| **Which Organisation is the practice from?** | |
| **Institute / Department / Unit** | |
| **What is your case about?** | |
| **What does your case refer to?** | Creation of OER |
| **Which groups does your case apply to?** | Learners, Professionals, Organisational Leaders, Policy Makers |
| **Please describe your practice** | I blog and leave my blog open to the world. |
| **Quality - OER/OEP** | Institutions claim we are destroying the brand and they do not renew contracts |
| **Innovation** | It blurs the lines between learners and teachers and demonstrates that schools: no longer have a monopoly on education resources which has been the basis of their power. |
| **Policy** | The best example is Wikipedia is not an accepted resource at most educational institutions. It is very common for schools (K-12) to demand that students use a limited number of Internet resources in research. |
| **Actors** | I suggested to some global educators that they release their new book as an OER rather that published Intellectual property and they dismissed me as someone who knows nothing about education. |
| **Initiatives** | MIT open education initiative has spread everywhere as universities try to keep up with it. |
| **Open Educational Practices** | MIT and other programs like it. World without Oil arg resource. Lawrence Lessig open books. Video games of all sorts. (James Paul Gee), Warcraft, Everquest |
| **Tools and Repositories** | The Internet...everything is contained within it. |
| **Strategies** | BYOD to school. Universal Broadband wireless access everywhere. Digitalizing as many analog resources as we can as fast as we can. |
| **Current barriers and enablers** | Intellectual property ideas and laws. Copyright perversion. Government. |
| **URL to find more information** | http://paddy2.blogspot.com |
| **Please give three keywords for others to find your case:(tags)** | |

**82/108 OER: Spreading Knowledge Unrestrained, ANDC, University of Delhi**

| **Give your story/ experience/ practice a title:** | **OER: Spreading Knowledge Unrestrained, ANDC, University of Delhi** |
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| **Are you Describing:** | A Best Practice within a Specific Organisation |
| **Which Organisation is the practice from?** | ACHARYA NARENDRA DEV COLLEGE (UNIVERSITY OF DELHI) |
| **Institute / Department / Unit** | Institute |
| **What is your case about?** | Using OER |
| **What does your case refer to?** | Creation of OER, Using OER, Repurposing OER, Sharing OER, Usage of OER, Open Educational Practices |
| **Which groups does your case apply to?** | Professionals |
| **Please describe your practice** | I am a strong supporter of OER and learnt about Open Education and WikiEducator in 2008. I had joined the WE community early-in August 2006 but did not practice it further for at least two years. The reason may be, was lack of motivation, facilities and acceptance of the openness in the education system. Our Principal, Dr. Savithri Singh who is a strong supporter of OER motivated us and developed infrastructure in the institution. Since 2008, 'Learning for Content' workshops were organized in the college to promote OER. As I had learnt WE earlier, I got involved in OER development. During these workshops I realized the need for such resources in our education system and that I could motivate others. Ever since then I have been a part of over fifteen workshops in different capacities -as organizer, convener or facilitator (see http://wikieducator.org/User:Saritasanjay). These workshops have been conducted for college teachers, students, school teachers in Delhi and other states of India. The list of a few workshops organized by our Institution can be seen at http://wikieducator.org/Learning4Content/Workshops/Face-to-face_schedule. The response I got from teachers and students motivated me further and I organized an international conference on 'OPEN 2011 - Open Paradigms in Education' in February 2011 at the India International Centre, New Delhi which was the first conference of this kind in whole University. In the conference the stress was on open content, though we did have some talks on Open access, Open licensing and Legal aspects and the lead speaker was Professor Raj Dhanarajan (see http://wikieducator.org/OPEN_2011). As a part of the Institution I also won the 'Open Access Week award' by INASP and organized a one-day Seminar on 'Teaching Redefined: Open Access to education' on November 1, 2011 as part of the Open Access Week' (see |

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| | http://www.inasp.info/file/cdc654c4ab623945cf86516872364c93/2011-open-access-week-competition-winners.html). At present I am a part of the team who is helping Mumbai University in creating content as OER (see http://wikieducator.org/India). |
| **Quality - OER/OEP** | The commitment of Acharya Narendra Dev College (ANDC) to OERs is established by the college web-site created using Drupal (http://andcollege.du.ac.in). OERs to a certain extent are well embedded in the college's policies. The college is in the process of establishing the links with other organizations for funding to develop OER repositories. We have been called upon by Commonwealth of Learning - CEMCA to help the Mumbai University to create OER's for two undergraduate courses (see http://wikieducator.org/India). Two workshops have been conducted and third one is in pipeline at the end of this month. An institution-wide policy to create, use and publish educational resources under free and open licenses has been developed though we had faced a tough time to do this. The college authorities have decided to give incentives for creation of OERs to the faculty. Being the convener of the OER development committee I am in the process of creating the portal for the same. A policy for institution-wide agreed quality concepts for OERs is in use and regularly updated. Support mechanisms are embedded in the organization's policy in order to support teachers involved in the development of OER. |
| **Innovation** | Adopting an OEP-based approach had provided opportunities for incorporation of social learning in the learning environment. Now the teachers as well as the students are capable enough to create, use or modify OER. We develop educational content in different modes – text, audio and video (see - http://eduframe.net/ANDC/educontent.htm). Methods of quality review like peer-validation and peer-reflection and strategies of peer-review are employed to validate content. These contents are uploaded on Wiki platform and shared with students and other teachers. Practicing OER has changed the focus from the transfer of knowledge to social practices which involve reflection and peer-reflection of one's own experiences, creating content together and validation. Learning is becoming an open process in which institutional boundaries, boundaries through pre-defined curricula and biographical learning sequences are extended. The remarkable thing about this is that we are developing content without any financial sup- |

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| | port and recognition. This is just out of interest and commitment towards the spread of knowledge. |
| **Policy** | The OER/OEP creations are the initiatives of the ANDC itself. The policies for quality control are developed by the institution. The educational resources are developed by the teachers without any financial support. The teachers believe in the Open Education system and practice the same. The college is in the process of establishing the links with other organizations for funding to develop OER and repositories. |
| **Actors** | The important dimensions/actors of OER are the stakeholders engaged with creating, using or supporting the use of OER which involve • Teachers - create the OER; • Teachers/students - Use the OER; • College authorities - Provide the infrastructure to support the OER and the tools/support to create/use OER and embed OER into relevant policy. Visioning beyond the OER to promote OEP needs the designing of resources as more learner-centred, involvement of learners into the creation of content, student-oriented approach of teachers and focus on processes. This case shows the evidence of both OER and OEP. ANDC has developed a repository of open educational resources and also has developed policies for open educational practice. |
| **Initiatives** | OER initiatives can be evidenced by the following links: 1. My commitment to spread the concept of 'open' in software and educational content. Listed as one of the Wiki ambassadors on the page http://wikieducator.org/Wikieducator_Indian_Ambassadors 2. In order to promote open philosophy of education, I have been a part of more than fifteen workshops conducted by ANDC. The details of the workshops are available on: http://wikieducator.org/Learning4Content/Workshops/Face-to-face_schedule#Asia_Region and http://wikieducator.org/Acharya_Narendra_Dev_College 3. I have been selected as as 'Open Access Week winner' by INASP for conducting the seminar on Open Access (http://www.inasp.info/file/cdc654c4ab623945cf86516872364c93/2011-open-access-week-competition-winners.html). In view of this I had organizing a one-day seminar on 'Teaching Redefined: Open Access to Education' on Nov. 1, 2011. The details are available on the college website http://andcollege.du.ac.in/?q=node/484 4. I have prepared and in the process of preparing educational content which is uploaded as OER on Wiki platform and University site to make it available for the learners. A few sites which exemplify my efforts |

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| | are: - http://eduframe.net/ANDC/index.htm - http://eduframe.net/ANDC/educontent.htm - http://wikieducator.org/ANDC_DU/Biology_Protocols - http://vle.south.du.ac.in//mod/resource/view.php?id=5460 - http://vle.south.du.ac.in//mod/resource/view.php?id=5519 5. I was the organizing secretary of the International conference 'OPEN 2011-Open Paradigms in Education' organized by our college from 31 January to 2 February 2011 at India International Centre, New Delhi. It was an attempt to blend open source soft skills with knowledge modules. The conference was primarily focused on OER (Open Educational Resources), FOSS (Free and Open Software) tools, Licensing on educational material, Copyright/Copyleft, creative commons, etc. This endeavour helped to expose the educators to the importance of open access to learning opportunities by sharing knowledge and learning resources. Details of the workshop are available on http://wikieducator.org/OPEN_2011. 6. The college is in the process of establishing the links with other organizations to develop educational resources. I am a part of the team who has been called upon by Commonwealth of Learning - CEMCA to help the Mumbai University to create OER's for two undergraduate courses (see http://wikieducator.org/India). At Acharya Narendra Dev College, OEP preceded OER. In early 2006, the college has shifted to FOSS for all its computers (The only college in the University to do so). The development, repurposing and sharing of OER started thereafter. While building access to digital content, the care is taken to consider - how OER are supporting educational practices, and how OER promote quality and innovation in teaching and learning. |
| **Open Educational Practices** | Principal, ANDC, Dr. Savithri Singh was instrumental in motivating and creating WikiEducators in the college. The motivation in the teachers towards 'Open Paradigms in Education' in order to spread knowledge unrestrained and commitment to FOSS and OER is evident in the college posters 'At a Glance' available on our website (http://andcollege.du.ac.in). The page "our presence on the web' gives further details (http://andcollege.du.ac.in/?q=web). |
| **Tools and Repositories** | The tools used in this study are all open source. All computers in the laboratories and in the administrative and accounts sections have been shifted to Linux. The college website http://andcollege.du.ac.in has been created by |

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| | students using the open source Drupal platform. The teachers create and upload their content on Wiki platform and promote the same. |
| **Strategies** | Most of teachers at ANDC are self-motivated and totally committed towards the development of OER and open education. Till date the college has about 20 faculty members who understand OERs and are willing to create them. Other teachers are also willing to join the community but lack of infrastructure and monetary gains; and time constraints restrict them to do so. Though there is a general atmosphere opposition for openness in education, the college has been able to convince the Governing Body of the college to set aside some funds for creation of OERs. If the individual staff members are motivated by providing them infrastructure so that they can work from home; and given some incentives in terms of financial gains and recognition, I am sure the college can be a role model to other institutions. |
| **Current barriers and enablers** | Most teachers and learners had argued about the lack of infrastructure and the lack of knowledge using web 2.0 tools to improve the teaching-learning process. Furthermore, many teachers are unable to understand the philosophy of Open Education and copyright issues. They are busy developing resources in form of text books which though are copyrighted but give them monetary gains as royalty. To overcome the barriers, the college has developed infrastructure for the same and conducted various workshops for teachers-learners time to time. The college has shifted to Open Source and believes in openness at every level. However, still there is a need to train, encourage teachers and motivate them to understand OEP and develop OER. ANDC is trying hard and working towards to providing all kinds of facilities to their staff enabling them to develop and practice OER. |
| **URL to find more information** | http://wikieducator.org/User:Saritasanjay |
| **Please give three keywords for others to find your case:(tags)** | |

**83/108 OER university**

| Give your story/ experience/ practice a title: | OER university |
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| **Are you Describing:** | A Best Practice within a project or network |
| **Which Organisation is the practice from?** | |
| **Institute / Department / Unit** | OER Foundation |
| **What is your case about?** | Innovation |
| **What does your case refer to?** | Creation of OER, Using OER, Repurposing OER, Sharing OER, Vision of OEP, Strategy and/or Policy for OEP, Business Model for OEP, Partnerships, Relevance: How to Convince Others of OEP?, IPR Framework for OEP, Incentives and/or Motivation, Open Educational Practices, Tools for Sharing, Quality Concepts |
| **Which groups does your case apply to?** | Learners, Organisational Leaders, Policy Makers |
| **Please describe your practice** | The OER university (OERu) is a global innovation partnership of colleges, polytechnics and universities which will provide free learning opportunities for all students worldwide based on OER courses with pathways for OER students to acquire credible credentials. A summary of the OERu initiative is available here: 5 Things you should know about the OER university network plan. The success of the model is underpinned by the practice of open governance and open philanthropy. The OER Foundation subscribes to radical transparency and conducts all planning activities openly on WikiEducator. The OERu provides a low cost, low risk but high impact approach to the mainstream integration of OER and OEP in formal education practice in the post secondary sector. |
| **Quality - OER/OEP** | The OERu is developing a quality accreditation model which encompasses both quality protocols for OER and OEP. The OERu quality model will be based on two foundations: 1) Member institutions must be accredited institutions within their national and/or regional qualifications authority 2) OERu anchor partners will quality assure courses, programs and practices in accordance with agreed quality protocols and procedures. |
| **Innovation** | The OERu provides an example of a strategy innovation approach. Through networked collaboration, institutions can spread the risks of OER and OEP innovation but benefit from the knowledge and experiences gained through incremental and agile development. The OER Tertiary Education network implementing the OERu is the first network that will be able to accredit OER learning towards credible credentials in Africa, Asia, Oceania and North America. |
| **Policy** | The overriding policy guiding development of the OERu is open philanthropy. All planning, policies, |

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| | procedures are developed transparently and released under free cultural works approved licenses as a matter of policy. |
| **Actors** | * Learners * Accredited post-secondary institutions * Executive decision makers * Academic teaching staff * Researchers * Learning design professionals The evidence is openly available for all to see. |
| **Initiatives** | * Open planning meetings of the OERu conducted openly on the web * A range of initiatives under the OERu logic model - see: http://wikieducator.org/OER_university/Logic_model * Collaborative development of professional development resources and open access for all educators worldwide, for example Learning4Content wiki skills initiative (worlds largest attempt to build wiki skills for educators in the formal sector) and the Open Content Licensing for Educators open workshop. The pilot attracted +300 participants from +40 countries. |
| **Open Educational Practices** | The OERu is a living case study by virtue of our commitment to radical transparency and open licensing. All interested persons are free to join in any of the initiatives of the OERu. |
| **Tools and Repositories** | The OER Foundation uses a wide range of tools and repositories. The OER foundation is committed to the essential freedoms and all technologies hosted by the OER foundation are free and open source software. We require the use of open file formats to ensure unrestricted access to all creative works. |
| **Strategies** | The OERu business model does not require new money from institutions to participate in the network and recurrent costs for assessment and credentialing services will be recouped on a fee for service basis. |
| **Current barriers and enablers** | Enablers: Open philanthropy Barriers: Institutional misconceptions of open education approaches |
| **URL to find more information** | http://wikieducator.org/OER_university/Home |
| **Please give three keywords for others to find your case:(tags)** | |

**84/108 Describing teachers' experiences in using OER**

| Give your story/ experience/ practice a title: | Describing teachers' experiences in using OER |
|---|---|
| **Are you Describing:** | A Best Practice within a project or network |
| **Which Organisation is the practice from?** | |
| **Institute / Department / Unit** | Netherlands National Commission for UNESCO and ASP-schools Netherlands |
| **What is your case about?** | Using OER |
| **What does your case refer to?** | Using OER, Sharing OER, Usage of OER, Strategy and/or Policy for OEP, Open Educational Practices, Commitment, Mindsets and Attitudes |
| **Which groups does your case apply to?** | Learners, Professionals, Policy Makers |
| **Please describe your practice** | The Dutch schools in the ASP-network (unesco associated schools) are all trying to give UNESCO a place in their curriculum. As The Netherlands does not have an obligatory national curriculum, they are relatively free in planning lessons. Aim of our project is to identify OER that help schools in this. This may be OER that the schools developed, but also OER elsewhere found, f.e. in Wikiwijs or UNESCO itself. Testing starts in december 2011. |
| **Quality - OER/OEP** | We want to identify OER that match the quality framework for UNESCO, as developed for the Dutch asp-schools. |
| **Innovation** | As there are so many OER available, teachers complain that they are unable to find the right ones for their lessons. In identifying unesco-OER we hope to give them an assurance of quality as well as the confidence to use them. |
| **Policy** | The Netherlands has a very innovative OER-platform called Wikiwijs, and all educational institutions are involved in that. |
| **Actors** | Very active at the moment are SURF, Kennisnet, Open University, Delft University, UNESCO-chair in OER. |
| **Initiatives** | wikiwijs; groen gelinkt. |
| **Open Educational Practices** | |
| **Tools and Repositories** | wikiwijs |
| **Strategies** | |
| **Current barriers and enablers** | too many available OER to choose from |
| **URL to find more information** | http://www.unesco.nl/themas/onderwijs/een-leven-lang-leren-met-open-educational-resources (in Dutch) |
| **Please give three keywords for others to find your case:(tags)** | |

**85/108 Designing for Openness: Carpe Diem**

| **Give your story/ experience/ practice a title:** | **Designing for Openness: Carpe Diem** |
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| **Are you Describing:** | A Best Practice within a Specific Organisation |
| **Which Organisation is the practice from?** | University of Leicester |
| **Institute / Department / Unit** | Institute of Learning Innovation |
| **What is your case about?** | Innovation |
| **What does your case refer to?** | Creation of OER, Using OER, Repurposing OER, Sharing OER, Usage of OER, Vision of OEP, Strategy and/or Policy for OEP, Partnerships, Relevance: How to Convince Others of OEP?, Incentives and/or Motivation, Open Educational Practices, Commitment, Mindsets and Attitudes, Tools for Sharing, Quality Concepts, Skills and Knowledge for OEP, Digital Literacy, Support Mechanisms, Any other area |
| **Which groups does your case apply to?** | Professionals, Organisational Leaders |
| **Please describe your practice** | Carpe Diem is a two-day workshop on curriculum design that enables academic course teams to conceptualise and design learner-centred online and blended programmes. In the past three years, Carpe Diem has evolved into a powerful platform that promotes designing for openness. http://www.le.ac.uk/carpediem |
| **Quality - OER/OEP** | For the development of OER, the institution uses the CORRE framework (http://tinyurl.com/otter-corre). There are currently no established processes of quality assurance or enhancement for OEP. |
| **Innovation** | The key component of the Alliance's Carpe Diem learning design process is a two-day face-to-face workshop aimed at academic course teams (Armellini and Jones, 2008; Salmon, Jones and Armellini, 2008; Armellini and Aiyegbayo, 2010; Salmon, 2011). Carpe Diem suggests possible applications of relevant learning technologies to address key learning design challenges. Carpe Diem is a creative, hands-on learning design process, rather than a workshop on how to use certain tools. The process has been effective in the design and redesign of face-to-face, online and hybrid programmes at undergraduate and postgraduate levels at over 15 UK universities and internationally. Carpe Diem delivers a blueprint and a storyboard for the course, a set of peer-reviewed and reality-checked e-tivities (Salmon, 2002) running online, a model for further development and an action plan. The planner used during the two days is available as an OER at http://bit.ly/oUBCAS under a Creative Commons licence. At the heart of Carpe Diem is the collaborative and highly creative development of a storyboard for the course being designed or |

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| | redesigned. Participants' initial reactions tend to be very content-driven: they lay out the course content in a linear manner and subsequently 'bolt on' other components, such as learning activities, online discussion areas and assessment. In Carpe Diem we encourage participants to move away from this content-centric approach in favour of a task-based, learner-centred alternative. Around 3 hours into the first day of Carpe Diem, participants are invited, in groups, to draft a storyboard for their course. This is done with appropriate guidance, using colour-coded post-it notes and markers on A1 pieces of paper. The whole process takes approximately 2 hours, is highly collaborative, productive and fun. |
| **Policy** | The University of Leicester currently has no OER/OEP policy. |
| **Actors** | |
| **Initiatives** | The University of Leicester has been involved in six OER initiatives which have included partnerships with other institutions. These initiatives have generated evidence, some of which has been published. |
| **Open Educational Practices** | Carpe Diem is taken up by academics across the university, across disciplines.They all are encouraged to use open resources and practice open scholarship. |
| **Tools and Repositories** | www.le.ac.uk/oer ostrich.bath.ac.uk |
| **Strategies** | The Carpe Diem intervention has been a powerful platform to promote the use and reuse of OER as well as the development of open practices. |
| **Current barriers and enablers** | Barrier attitudes such as we are selling the family silver are shown particularly by newcomers to OER, and managers without knowledge or expertise in the area. |
| **URL to find more information** | http://www.le.ac.uk/carpediem |
| **Please give three keywords for others to find your case:(tags)** | |

**86/108 Brazil OER / Educate in a Digital Culture Study Group / Consulting**

| Give your story/ experience/ practice a title: | Brazil OER / Educate in a Digital Culture Study Group / Consulting |
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| **Are you Describing:** | A Best Practice within a project or network |
| **Which Organisation is the practice from?** | |
| **Institute / Department / Unit** | Instituto Educadigital (www.educadigital.org.br) |
| **What is your case about?** | Learning |
| **What does your case refer to?** | Using OER, Usage of OER, Vision of OEP, Strategy and/or Policy for OEP, Business Model for OEP, Relevance: How to Convince Others of OEP?, Open Educational Practices, Quality Concepts, Skills and Knowledge for OEP, Digital Literacy |
| **Which groups does your case apply to?** | Professionals, Organisational Leaders, Policy Makers |
| **Please describe your practice** | Educadigital Institute has a training teachers methodology integrating the concept and practice of REA. Currently two projects are actually related to the REA. One of them is developed in partnership with the Telefonica Foundation, the name is Educate in a Digital Culture Online Study Group, a free collaborative space that aims to provide an exchange of experiences between teachers and university learners about the challenges that the digital society brings for education. |
| **Quality - OER/OEP** | The main content offered on the Educate in a Digital Culture Online Study Group are designed by experienced professionals in training teachers for the pedagogical use of digital technologies in the classroom. Educadigital Instituto's staff also selects interesting features already available on the Internet to broaden the participants' references. There is also a specific topic area for the training of participants. Moreover, by creating a network between educators, the group favors the collective creation of new content by the users. We have not evaluated the quality of content posted by users. |
| **Innovation** | Taking as reference the Brazilian educational landscape, incorporating concepts of copyright and copyleft, open educational resources and authoring methodology of teacher training is an innovative practice, since teachers and schools are accustomed to the use of ready teaching materials. Bring up the concept of teacher of the author's own practice is key, as well as the teacher author who shares information and knowledge. |
| **Policy** | Another project developed by the Educadigital Institute, as the regional manager, is the REA-Brazil, in partnership with the Open Society Foundation / George Soros Foundation. It is a project focused on mobilizing actions of public officials and society around the cause REA, an important factor of qual- |

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| | ity of education in the digital age. |
| **Actors** | In Brazil, the main actors involved in OER are individuals that are experts and academics, and free culture activists. Only a small portion of them can now promote the practice of OER for the own limitations of the institutions where they work in investing in educational practice. |
| **Initiatives** | Educadigital Institute is one of the first Brazilian institution to develop a training methodology that incorporates digital culture in education from the perspective OER. The idea is not only talking about Creative Commons with the teachers, but also highlight the importance of creating and authoring on the Internet and share their production. |
| **Open Educational Practices** | |
| **Tools and Repositories** | It is crucial that the current repositories related to OER could be translated into Portuguese. The language is a barrier to the Brazilian teachers. |
| **Strategies** | |
| **Current barriers and enablers** | Language. Portuguese is not a used language in the main existing OER websites. |
| **URL to find more information** | http://www.educadigital.org.br |
| **Please give three keywords for others to find your case:(tags)** | |

**87/108 Recognizing and accrediting learning from OERs: Thompson Rivers University Open Learning**

| Give your story/ experience/ practice a title: | Recognizing and accrediting learning from OERs: Thompson Rivers University Open Learning |
|---|---|
| **Are you Describing:** | A Best Practice within a project or network |
| **Which Organisation is the practice from?** | |
| **Institute / Department / Unit** | Open Learning Division |
| **What is your case about?** | Something Else |
| **What does your case refer to?** | Vision of OEP, Open Educational Practices, Commitment, Mindsets and Attitudes, Any other area |
| **Which groups does your case apply to?** | Learners, Professionals, Organisational Leaders |
| **Please describe your practice** | Thompson Rivers University - Open Learning has over 25 years of experience in assessing and recognizing learning that has occurred outside of the formal education system. In Canada, this practice is called Prior Learning Assessment & Recognition (PLAR); in other parts of the world, it is more commonly called RPL. Research evidence indicates that for adult learners, recognizing previous learning increases their confidence as learners, increases the number of courses they take, and increases persistence towards degree completion. We routinely use a variety of assessment tools (portfolio, interview, challenge exams) and award credit towards one of our many, flexible credentials based on the results. We are now actively working on adapting these tools to assess and accredit learning gained through OERs. As part of our policy as an open institution, credits earned in this way count for residency towards credential completion. 100% of our Open Learning credentials can potentially be completed through PLAR, so a learner might complete all learning through OERs, come to us to have it assessed, and earn a credential from an accredited Canadian university. The Open Learning Division did face a challenge in convincing our governing body that credits earned through PLAR should count towards residency. Our persuasive argument involved focusing on our role in assessing the learning against established learning outcomes. Because articulating their learning is a profound learning experience for students and our faculty members and instructors do the assessments, using our standards of evaluation, we can legitimately claim these credits as ours. Our website: http://www.tru.ca/distance/plar-ol.html |
| **Quality - OER/OEP** | Our formal institutional policy on Prior Learning Assessment & Recognition requires us to adhere to the quality principles developed by the Council for Adult & Experiential Learning. These principles, recognized around the world, ensure that the re- |

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| | sults of a PLAR assessment have credibility within the academic context. |
| **Innovation** | Our major innovation is working to adapt PLAR practices to evaluation and accreditation of learning gained through OERs, as well as learning gained experientially or through non-formal training. |
| **Policy** | Our formal institutional policy on Prior Learning Assessment & Recognition is sufficiently flexible to encompass the evaluation of learning from OERs and the subsequent assignment of credit. |
| **Actors** | The Director, PLAR and relevant content experts who conduct the assessments are the primary actors involved. The assessors have not usually been involved in creating the OERs, although that may change in the future. Our experience with OERs from other institutions and organizations indicate that, with rare exceptions, little thought is given to how the learning can be assessed and recognized in the form of a credential from an accredited institution. That is probably because most institutions serving on-site, sequential learners (approx 18-22 years) have had little incentive to develop expertise in recognizing learning that occurs outside the context of their institutions. Many institutional policies would in fact prohibit the recognition of learning from OERs. |
| **Initiatives** | |
| **Open Educational Practices** | |
| **Tools and Repositories** | |
| **Strategies** | Institutions in North American are becoming more interested in recognizing extra-institutional learning because of changing demographics. In British Columbia, the provincial government includes credits awarded through PLAR in their calculation of block grants to publically funded post-secondary institutions. This provides significant incentive for institutions to become active in this regard. |
| **Current barriers and enablers** | The major enabler for using PLAR to assess and accredit learning from OER is a strong institutional commitment to open education. Thompson Rivers University has this commitment, embedded in the act of the provincial legislature that created the university. The major barrier is the attitude of more traditional institutions towards open education. |
| **URL to find more information** | http://www.tru.ca/distance.html |
| **Please give three keywords for others to find your case:(tags)** | |

**88/108 An online platform for sharing best practices on ICT for Active Teaching and Learning**

| **Give your story/ experience/ practice a title:** | **An online platform for sharing best practices on ICT for Active Teaching and Learning** |
|---|---|
| **Are you Describing:** | A Best Practice within a project or network |
| **Which Organisation is the practice from?** | |
| **Institute / Department / Unit** | Flemish Association for Development Cooperation and Technical Assistance/ Vietnam/ Teacher Training |
| **What is your case about?** | Learning |
| **What does your case refer to?** | Creation of OER, Usage of OER, Partnerships, Incentives and/or Motivation, Open Educational Practices, Tools for Sharing, Digital Literacy |
| **Which groups does your case apply to?** | Learners, Professionals |
| **Please describe your practice** | In cooperation with schools and teacher education institutions in Vietnam, the Flemish Association for Development Cooperation and Technical Assistance (VVOB: http://www.vvob.be) developed and implemented a teacher training programme in integration of ICT in classroom teaching. After capacity development of teacher trainers and teachers, these practitioners experimented with the use of ICT in classroom teaching. The best way to learn is to learn from each other. Therefore all partners in the programme encouraged each other to share good practices. VVOB set up an online platform where these best practices can be consulted in an organized way on http://www.ict4atl.org. At the same time the portal is a self-study package on integration of ICT in education, addressing technological and pedagogical knowledge of teachers and teacher trainers. |
| **Quality - OER/OEP** | Format requirements are developed for submissions of lesson examples to the portal. Best practices of applying ICT in classroom teaching are selected by different review committees at local and more central levels. Guidelines on quality have been developed in participation with different stakeholders: teachers, educational managers, offices of education. A resulting quality assessment rubric addresses also content of the submitted lesson examples, outputs and outcomes as the described activities of teachers and learners and the use of ICT. |
| **Innovation** | OER can significantly widen the reach of capacity development. Especially in an approach where the focus is on learning from (good practice from) each other, this innovation can have a large impact.<br>The Vietnamese version of the portal is also available offline, on a CD. In 2011 the CD has been used for training of more than 3000 in-service teachers in Vietnam. Participants of these trainings have |

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| | been encouraged to develop best practices as well. About 2000 teachers submitted examples. Best examples will be published on the online portal soon. The portal is available in Vietnamese and English. Currently the aim is to broaden the scope and invite teachers and teacher trainers from around the world to submit good examples as it is believed that even though contexts are different, teachers can learn from good practice from foreign teachers as well. VVOB is organizing an international competition on Active Teaching and Learning for teachers from 9 partner countries in the global South. Best practices will be published on the portal after completion of the competition. |
| **Policy** | |
| **Actors** | The actors involved in the platform on ICT for classroom teaching are the following: - Teachers and their schools in Vietnam (first phase) and all over the world (multiplication phase) - Educational managers - Support and facilitation from technical experts and consultants |
| **Initiatives** | Participation is mostly organized via teacher competitions which are promoted by educational managers or core teachers in schools. Most teachers accessing the website only access the portal. |
| **Open Educational Practices** | |
| **Tools and Repositories** | The portal is developed in Drupal a free and open source content management system: http://drupal.org/ |
| **Strategies** | Promotion: Via educational managers and core teachers in schools Via local and international NGO's Incentives for development of OER: Teacher competitions |
| **Current barriers and enablers** | - What is a good example in particular contexts? Are there universal quality standards? How do we organize evaluation in an international context? - How sustainable is the platform? What human resources are needed to update and maintain the platform? - How do we promote the active use of the platform and how do we engage teachers to participate in the project and submit good examples? - Language |
| **URL to find more information** | http://www.ict4atl.org |
| **Please give three keywords for others to find your case:(tags)** | |

**89/108 Creative Commons Support in University of Cape Town IP policy**

| Give your story/ experience/ practice a title: | Creative Commons Support in University of Cape Town IP policy |
|---|---|
| **Are you Describing:** | A Best Practice within a Specific Organisation |
| **Which Organisation is the practice from?** | University Of Cape Town |
| **Institute / Department / Unit** | |
| **What is your case about?** | Something Else |
| **What does your case refer to?** | Strategy and/or Policy for OEP, IPR Framework for OEP, Support Mechanisms |
| **Which groups does your case apply to?** | Professionals, Organisational Leaders, Policy Makers |
| **Please describe your practice** | Recently the University of Cape Town revised its intellectual property policy to include support for Creative Commons. Specifically the policy now states: UCT supports the publication of materials under Creative Commons licences to promote the sharing of knowledge and the creation of Open Education Resources. UCT undertakes certain research projects that seek to publish the research output in terms of a Creative Commons license. The full policy can be read here: http://www.uct.ac.za/downloads/uct.ac.za/about/policies/intellect_property.pdf Previously many academics were uncertain as to whether they were allowed to use Creative Commons to license their work and thus add them to the UCT OpenContent directory. Through this support for Creative Commons in the policy we can now provide academics with assurances when requesting they add resources to our directory. It also serves as encouragement to get academics to contribute their resources. |
| **Quality - OER/OEP** | Quality is determined by the author of the material. At UCT we use the 'pride of authorship' quality model. |
| **Innovation** | |
| **Policy** | |
| **Actors** | |
| **Initiatives** | |
| **Open Educational Practices** | |
| **Tools and Repositories** | |
| **Strategies** | |
| **Current barriers and enablers** | One of the biggest barriers to OER is copyright however if interpreted and managed correctly, it becomes an enabler. In this case, the Creative Commons licensing system serves as an enabler opening up access to educational materials. |
| **URL to find more information** | http://opencontent.uct.ac.za |
| **Please give three keywords for others to find your case:(tags)** | |

**90/108 ERP lecture scripts of UDE open for reuse**

| Give your story/ experience/ practice a title: | ERP lecture scripts of UDE open for reuse |
|---|---|
| **Are you Describing:** | A Best Practice within a Specific Organisation |
| **Which Organisation is the practice from?** | Duisburg Essen University |
| **Institute / Department / Unit** | Economics & Business Administration/Information Systems/ Information Systems for Production and Operations Management |
| **What is your case about?** | Something Else |
| **What does your case refer to?** | Creation of OER, Sharing OER, Usage of OER, Open Educational Practices |
| **Which groups does your case apply to?** | Learners, Professionals |
| **Please describe your practice** | We offer our lecture scripts as OER and encourage our learners to look themselves for further information to the subject of the lectures by reusing OER and recommending us (educators) which ones they used and thought were valuable |
| **Quality - OER/OEP** | |
| **Innovation** | In Germany, providing lecture scripts and slides as OER is already quite innovative, since it is not the common way... still, a lot of educators are of the opinion that their scripts/knowledge is what makes them valuable instead of their experience they can give further to their students. |
| **Policy** | There is no policy for using OER besides the university administration. |
| **Actors** | All educators in the department. |
| **Initiatives** | |
| **Open Educational Practices** | |
| **Tools and Repositories** | moddle |
| **Strategies** | |
| **Current barriers and enablers** | |
| **URL to find more information** | http://moodle.uni-duisburg-essen.de/ |
| **Please give three keywords for others to find your case:(tags)** | |

**91/108 MOOC: New Literacies and New Connectivist Environments**

| Give your story/ experience/ practice a title: | MOOC: New Literacies and New Connectivist Environments |
|---|---|
| **Are you Describing:** | A Best Practice within a Specific Organisation |
| **Which Organisation is the practice from?** | University of Valencia |
| **Institute / Department / Unit** | Learning Innovation Unit |
| **What is your case about?** | Learning |
| **What does your case refer to?** | Vision of OEP, Business Model for OEP, Open Educational Practices, Commitment, Mindsets and Attitudes, Tools for Sharing, Digital Literacy |
| **Which groups does your case apply to?** | Learners, Professionals |
| **Please describe your practice** | New Literacies and New Connectivist Environments (NANEC) is a Massive Open Online Course open to anybody interested in connectivism and ICT for teaching and learning activities.This course, 2011-12 is the 2nd edition. It is similar to others that Professor George Siemens has taught about precisely Connectivism, although this is mainly in Spanish. Maybe, this is why we found that it proved to be sucessful. Last year we had our 1st edition and we found that lot of Latin-American universitary teachers were highly interested in these contents. They heard about Connectivism, they were interested in applying ICT in technologies and understand how technologies work in student minds, but most of the time they only find contents in English and English courses, and they found it difficult to get on. The course have 3 modules that deal with different subjects. Although there are some Lectures with Professor Siemens -in English that are later on translated into Spanish-, they take also classes with other professors like D. Capdet. There are other Lecturers from different countries that give an international and open view of the way they are working with technologies and think about it. Besides that, the students have the possibility to do a project. In fact, if they want to have a Certification they need to do the project. But they are helped by a tutor. We use Blackboard Collaborate for the synchronous Lectures, an e-learning platform based in .LRN, called Aula Virtual for the Forums, the communication activities, the documentation, .... and Skype, Second Life and also Blackboard Collaborate for tutorial sessions. As its name says, there is no limit of attendance. |
| **Quality - OER/OEP** | We use three types of evaluation: 1. Initial Evaluation: While we were creating the course we had some aspects in mind as to the students, the neccesities for that kind of course, the resources we and they had, etc. 2. Process Evaluation: At the same time that the course is developing we had to |

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| | evaluate the difficulties we and the students found, and correct them 3. Final Evaluation: We evaluate the overall process: difficulties teachers, students and technicians have, comments we received, people who completed the course, people who wanted to do it and they couldn't, and reasons why. Our institution doesn't perceive quality from the perspective of either OER or OEP. |
| **Innovation** | Our university is opening itself to society but, until now, is mainly for undergraduate and postgraduate students. On the other hand, our Unit traditionally has dealt specifically with administrative staff, teachers and technicians and its lifelong learning. This is why an open course like that was considered a challenge for us. Considering the MOOC course in itself, we think it can be an innovation to any other university because it offers open education for anybody interested in its contents and without any charge for them. This is a way to offer lifelong learning to society at no costs. |
| **Policy** | The UV's policies about OER are explained in this page: http://cream.uv.es/drupal/orientacion (only in Spanish and Catalan) In Spain we have had different policies and projects for the creation of OER as: «Internet en la Escuela» (2002-2005) and «Internet en el Aula» (2005- The Red.es' public institution, on behalf of our Education Department, and the Autonomous Communities and the Spanish Agency for Normatization and Certification (AENOR) also work for the standardization of OER. |
| **Actors** | Learning and Innovation Unit Technicians Administrative Staff from the Continuous Education Service Teachers from different countries We think that the actors not only promote OER but also OEP, because they feel that practice as something to preserve and spread out. |
| **Initiatives** | Most of the Spanish universities, as ours, have created different modalities of OER/OEP as: Open Course Ware: http://ocw.uv.es Repositories - RODERIC: http://roderic.uv.es Open Journals as @tic: http//www.uv.es/attic All the Open Educational Resources that were created in our Unit of financed by us, have to be open and use a Creative Common Licence |
| **Open Educational Practices** | |
| **Tools and Repositories** | http://roderic.uv.es http://ocw.uv.es http://mmedia.uv.es We don't have such a tool as Cloudworks For the teachers that use Blackboard Collaborate, they also have the possibility to use Elluminate Plan, a kind of CompendiumLD. We also know about some teachers whouse Cmaptools but this not institutionalized. |
| **Strategies** | We felt inspired by Harvard's Open Doors and |

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| | Open Minds: http://www.arl.org/sparc/publications/opendoors_v1.shtml We don't know about any business model that promote |
| **Current barriers and enablers** | Not applicable for this case but, in others, some teachers don't feel comfortable using Creative Commons Licences. They think their work is not properly protected from misuse. On the other hand, they also feel uncomfortable when they need to use materials protected by copyright in OEP. They don't feel sure about if they are using it well or not. |
| **URL to find more information** | http://www.uv.es/udie/NANEC_esp.htm |
| **Please give three keywords for others to find your case:(tags)** | |

**92/108 Requesting permission to use copyrighted materi-als**

| Give your story/ experience/ practice a title: | Requesting permission to use copyrighted materials |
|---|---|
| **Are you Describing:** | A Best Practice within a Specific Organisation |
| **Which Organisation is the practice from?** | University Of Cape Town |
| **Institute / Department / Unit** | OpenUCT |
| **What is your case about?** | Something Else |
| **What does your case refer to?** | Creation of OER, Repurposing OER, Usage of OER, Strategy and/or Policy for OEP, Open Educational Practices |
| **Which groups does your case apply to?** | Professionals |
| **Please describe your practice** | The practice we follow is to approach the appropriate copyright owner - in most cases where we work with publications, the copyright owner is the publisher. We would create a list of copyrighted items that we want to use and include that in the email. It is important when asking permission to specify the following: 1. What you will be using it - be specific (provide titles, links, page numbers etc) 2. Where you will be using it - give detail on your resource, what it is 3. How you will be using it - it is very important to state that you will be licensing your resource in terms of a Creative Commons license and you need to give details on the license (provide link to license on CC website). Its not enough to ask permission to use the materials for educational purposes, you need to be specific upfront about how you intend to distribute the materials. It is also useful to establish relationships with people whose work you will be using on a regular basis and come to an agreement about future usage. One of the challenges is of course a lack of response to requests - what works well in these instances is to, instead of providing the copyrighted material, provide a link to the material. Hyperlinking to copyrighted material in South Africa in certain instances does not infringe on copyright, so its safe to do so. For hyperlinks you have to make sure you read the terms and conditions of the site where the material is found or read their IP policy. This is to ensure that they do not have any restrictions on hyperlinking to the site. |
| **Quality - OER/OEP** | Quality is determined by the author of the material. At UCT we use the 'pride of authorship' quality model. |
| **Innovation** | |
| **Policy** | |
| **Actors** | In this instance, the actors involved are the academics. |
| **Initiatives** | |
| **Open Educational Practices** | |

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| **Tools and Repositories** | |
| **Strategies** | |
| **Current barriers and enablers** | |
| **URL to find more information** | http://opencontent.uct.ac.za |
| **Please give three keywords for others to find your case:(tags)** | |

**93/108 Evaluating potential OER**

| Give your story/ experience/ practice a title: | Evaluating potential OER |
|---|---|
| **Are you Describing:** | A Best Practice within a project or network |
| **Which Organisation is the practice from?** | |
| **Institute / Department / Unit** | OpenUCT |
| **What is your case about?** | Using OER |
| **What does your case refer to?** | Creation of OER, Usage of OER |
| **Which groups does your case apply to?** | Professionals |
| **Please describe your practice** | In evaluating potential OER we follow a copyright clearance process. The first thing we do is read carefully through the resource and ensure that all references are properly cited. The second is to look at each image and check if they are properly attributed. If they are attributed via a hyperlink, we follow the link and make sure the image is not under full copyright protection. If it is, we either recommend replacing the image or requesting permission to use the image. If the academic does not have any attribution and cannot remember where they have sourced the image, then we recommend they do an image search either through Google's Image Search or TinEye Reverse Image Search (http://www.tineye.com/) to try and get any leads as to where the image comes from. Once we know that, we again follow the permissions process or find alternatives by looking for images on public domain or Creative Commons licensed sites. See here for lists of sites: http://opencontent.uct.ac.za/Centre-for-Higher-Education-Development/Centre-for-Educational-Technology/Finding-Open-Stuff or http://education-copyright.org/finding-alternative-images-for-use-in-schools/. Once the copyright issues are sorted, we look at the format of the resource and ensure that it is compatible with the license the academic has chosen. If the academic allows for the resource to be adapted, then publishing the OER in PDF format is not recommended. A more suitable format such as a Microsoft Word doc or Open Office doc is recommended. If the copyright issues are fine and the format of the resource is suitable, that resource is ready to become and OER. |
| **Quality - OER/OEP** | Quality is determined by the author of the material. At UCT we use the 'pride of authorship' quality model. |
| **Innovation** | |
| **Policy** | |
| **Actors** | |
| **Initiatives** | |

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| **Open Educational Practices** | |
| **Tools and Repositories** | |
| **Strategies** | |
| **Current barriers and enablers** | |
| **URL to find more information** | http://opencontent.uct.ac.za |
| **Please give three keywords for others to find your case:(tags)** | |

**94/108 USP FLOSS Competence Center**

| Give your story/ experience/ practice a title: | USP FLOSS Competence Center |
|---|---|
| **Are you Describing:** | A Best Practice within a Specific Organisation |
| **Which Organisation is the practice from?** | University of São Paulo |
| **Institute / Department / Unit** | FLOSS Competence Center |
| **What is your case about?** | Learning |
| **What does your case refer to?** | Creation of OER, Using OER, Sharing OER, Usage of OER, Open Educational Practices, Commitment, Mindsets and Attitudes |
| **Which groups does your case apply to?** | Learners, Professionals, Organisational Leaders, Policy Makers |
| **Please describe your practice** | The Free and Open Source Competence Center at the University of São Paulo has the mission of fostering education, research, and development of Free and Open Source Software. For that, we promote courses, lectures, research groups, and development projects. Everything that we do is disseminated via our web portal (ccsl.ime.usp.br) either using a Creative Commons license or a FLOSS license (in case of software). We try to reach students, professionals, governments, companies, and NGOs from our region (São Paulo and Brazil) and have had some success in this regard. |
| **Quality - OER/OEP** | The material we published is produced by our professors, students, and visitors to our Center. In the case of material produced by professors and students we use extensive peer-reviewing as a means to improve its quality. Except for our wiki spaces, which are open and have not much control, only material that project leaders feel that has enough quality is published. |
| **Innovation** | By making our material available freely on our portal we make it possible for thousands of students across Brazil to have access to it. Also, we know of dozens of professors and teachers that use our material in other locations of the country. Many people from industry also use our material. Tools like wikis and social networks such as noosfero also help proucin a different dynamics in the classes. |
| **Policy** | ? |
| **Actors** | Professors, students and external visitors. |
| **Initiatives** | |
| **Open Educational Practices** | |
| **Tools and Repositories** | http://ccsl.ime.usp.br http://ccsl.ime.usp.br/wiki |
| **Strategies** | |
| **Current barriers and enablers** | |
| **URL to find more information** | http://ccsl.ime.usp.br |
| **Please give three keywords for others to find your case:(tags)** | |

**95/108 Support Centre for Open Resources in Education**

| Give your story/ experience/ practice a title: | Support Centre for Open Resources in Education |
|---|---|
| **Are you Describing:** | A Best Practice within a project or network |
| **Which Organisation is the practice from?** | |
| **Institute / Department / Unit** | SCORE / Shared Solutions / Learning Teaching and Quality |
| **What is your case about?** | Something Else |
| **What does your case refer to?** | Creation of OER, Using OER, Repurposing OER, Sharing OER, Usage of OER, Vision of OEP, Strategy and/or Policy for OEP, Relevance: How to Convince Others of OEP?, Incentives and/or Motivation, Open Educational Practices, Commitment, Mind-sets and Attitudes, Tools for Sharing, Quality Concepts, Skills and Knowledge for OEP |
| **Which groups does your case apply to?** | Professionals, Organisational Leaders, Policy Makers |
| **Please describe your practice** | The Support Centre for Open Resources in Education (SCORE) is a HEFCE funded programme. It aims to engage with all Higher Education stakeholders in England to support them in realising the benefits of OER as well as stimulating OEP. It provides workshops and seminars, a regularly updated website with case studies, repository and tool listings, and news amongst other information. It also publishes reports and outputs from the Fellowship programme, surveys and other research undertaken in the course of the project. There is also a Short-term Fellowship programme which offers an excellent induction to engaging with and using OER and OEP. |
| **Quality - OER/OEP** | SCORE assesses the quality of its outputs through formal feedback surveys and is currently working with JISC and HE Academy to assess it's impact on the OER movement within the context of OER projects, through an impact study. In terms of assessing the quality of the SCORE project, the institution assesses quality in terms of the project outcomes. This is monitered through an internal Steering Group consisting of senior managers from across the University. SCORE is also monitored at a national level through the National Role Advisory Board, with representatives from various HEIs as well as HEFCE, JISC and HE Academy. |
| **Innovation** | OER and OEP can innovate educational practice through exposing those engaging with it to new ideas, collaborative practice, novel materials, etc. It is also key in raising awareness of copyright issues, public responsibility (in terms of placing knowledge and information in the public domain) and increase both individual academic and institu- |

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| | tional profiles. SCORE's Short-term Fellowship course plus its Introduction to OER introduce those new to OER and OEP to tools, repositories, tips, copyright licencing and more. Other seminars and workshops identify and share benefits, impact and support. Its website provides information on support available to OER and OEP practitioners, links to tools and repositories, reports, case studies and news. Its consoritum project involves a collaboration of four institutions - The Open University, Nottingham Trent, Leicester and Manchester - to develop two OER-based student facing websites: Digital Scholarship and Ready2Research, both of which are intended to benefit all English Higher Education Institutions. The OER-based content will enable institutions to adapt material to better suit their own needs. |
| **Policy** | SCORE outputs are made available via its website and so accessible to anyone with access to the internet. Its general policy is that SCORE outputs should be as open as possible and so made available under the most appropriate creative commons licence where possible. |
| **Actors** | |
| **Initiatives** | |
| **Open Educational Practices** | |
| **Tools and Repositories** | LabSpace |
| **Strategies** | SCORE held a symposium in October where experienced OER practitioners met to benchmark where the OER movement was at, what it ideally needs to achieve and what activities need to take place in order to achieve this. In addition, targetting engagement with the different HE stakeholders such as librarians, human resource developers, policy makers, learning technologists and academics, etc enables messages about the benefits and barriers to be delivered succinctly to the target audience. For example, SCORE's engagement with librarians through its OER Library survey which aims to identify how HEIs are engaging with their libraries and what SCORE can do to support them. |
| **Current barriers and enablers** | Barriers: For some, a lack of digital literacy skills presents difficulties in engaging with the more dynamic side of OER, and because the OER movement generally promotes engaging with the different technologies to engage the learner, they can feel overwhelmed and so fail to engage at all with the movement. The time allocated in workshops such as SCORE's Short-term Fellowships for participants to try the tools and repositories receives a lot of positive feedback. Licencing still appears to be a barrier to OER and is one of the areas the SCORE team is constantly asked to increase the |

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| | amount of training time dedicated to in its workshops. JISC Legal provide excellent support and have worked with SCORE in delivering OER and Creative Commons workshops. SCORE also includes information on licencing and Creative Commons in its Introduction to OER workshop and its Short-term Fellowship Course. |
| **URL to find more information** | http://www.opened.ac.uk |
| **Please give three keywords for others to find your case:(tags)** | |

**96/108 Combining OER with paid for resources for self-paced, online students**

| Give your story/ experience/ practice a title: | Combining OER with paid for resources for self-paced, online students |
|---|---|
| **Are you Describing:** | A Best Practice within a Specific Organisation |
| **Which Organisation is the practice from?** | Western Governors University |
| **Institute / Department / Unit** | Learning Resources |
| **What is your case about?** | Using OER |
| **What does your case refer to?** | Using OER |
| **Which groups does your case apply to?** | Learners, Policy Makers |
| **Please describe your practice** | WGU is a private, non-profit, accredited, online institution using traditional, non-traditional, digital and OER learning resources to support our competency based model of higher education. We have a specific process in place now to evaluate opportunities to use OER in all of our courses. We evaluate the content and then determine whether it could complement or replace current paid for learning resources. Our experience shows that we are generally able to add the OER content to our coursework, but we have limited experience being able to use it as a primary learning resource to replace paid for resources. In addition, many OER courses are designed to supplement an instructor led course where students would be given opportunities to contextualize the content. Further, we are making great strides in gathering analytic data pertaining to student engagement. Most OER content can be directly accessed or accessed via a general log in. We would like the ability to capture individual student engagement and pair that with pass rates to gather evidence that can support improving our courses. |
| **Quality - OER/OEP** | We evaluate the quality of open educational resources against our current resources and against our competency based model. Our concept of using open educational resources is that if other institutions are using these resources, we should also be able to leverage best practices and gain cost savings. We enhance OER by putting it in an environment where we can digitally facilitate questions that can be tracked. This gives us the analytical data we seek. |
| **Innovation** | As noted above, we enhance OER by putting it in an environment where we can digitally facilitate self reflective questions that can be tracked on a student and mentor dashboard. This gives us the analytical data we seek to gather evidence that can be used to improve the courses. We are also learning to take relevant modules from OER courses and apply where they best fit our courses. |
| **Policy** | We do not currently have an OER policy in place. |

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| **Actors** | n/a |
| **Initiatives** | Our current university initiative is to include OER as often as possible in our existing our new courses. We do not currently have an initiative to create content that could be added to the OER community. |
| **Open Educational Practices** | We do strive to make it common practice to evaluate OER content for all new courses. When development time is available, we also review to replace existing paid for learning resources. As OER providers improve their courses and present them as stand alone resources, we will also continue to utilize. |
| **Tools and Repositories** | We tap into resources through Connexions, NROC, Open Courseware Consortium, Carnegie Mellon OLI. We deliver by providing the link directly to the resource. |
| **Strategies** | Our OER strategy is to utilize what works well in a self-paced, online environment. We promote it internally by keeping our LR decision makers aware of OER advancements and updates. |
| **Current barriers and enablers** | Lack of analytical data of student engagement. We have a solution, but we also see the need for an industry standard for gathering usage data. |
| **URL to find more information** | http://www.wgu.edu |
| **Please give three keywords for others to find your case:(tags)** | |

**97/108 Languages Open Resources Online (LORO)**

| Give your story/ experience/ practice a title: | Languages Open Resources Online (LORO) |
|---|---|
| **Are you Describing:** | A Best Practice within a Specific Organisation |
| **Which Organisation is the practice from?** | The Open University |
| **Institute / Department / Unit** | The Open University, Department of Languages |
| **What is your case about?** | Improving Quality |
| **What does your case refer to?** | Quality Concepts |
| **Which groups does your case apply to?** | Professionals |
| **Please describe your practice** | LORO was a project funded by JISC and the Open University, UK, to create a repository (http://loro.open.ac.uk) where the online teaching materials used by tutors in the Department of Languages could be stored and shared openly. The previous system, in which online teaching materials were made available to tutors through the VLE page of the course they taught, meant that tutors only saw the materials for their own course and not materials for other courses, levels or languages. With the creation of an open repository where all materials are stored openly the 300+ tutors at the Department of Languages can view and gain inspiration from all the materials in use in this distance language teaching context. The initial phase was to create the repository and populate it with the existing materials: around 300 hours worth of resources for online language teaching in French, German, Spanish, Chinese, Italian, Welsh and English for Academic Purposes. These centrally created resources were branded and uploaded under an Open University Languages account. In a second phase, tutors have been encouraged to contribute the materials they are creating themselves for their own practice. Tutors have individual accounts and can upload resources under their own name. Uploading materials to LORO is totally voluntary and a small core of users have become very active uploaders, whilst the large majority continue to use the content that it available but don't contribute new content. |
| **Quality - OER/OEP** | The initial resources created centrally by the Department of Languages academic teams had undergone a rigorous quality control process in terms of being reviewed extensively, having explicit learning outcomes, clear teaching plans and instructions, etc. There is no quality control mechanism in place for resources uploaded by individual users, but there is a Take Down policy in place. Quality related to practices is enhanced by sharing and being able to access content from others. Exposure to different pedagogies prompts experi- |

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| | mentation, collaboration and discussion, which it would have been difficult otherwise in our distance context. |
| **Innovation** | The technology in itself was an innovation and enabled us to do something that was not possible without a repository: share resources at a distance. Pedagogical innovation is slowly being achieved as tutors become aware of the practice of colleagues and are able to try out different methods, resources and approaches. |
| **Policy** | Whilst uploading resources to LORO is entirely voluntary, using LORO to obtain the teaching resources provided by the Department became mandatory when the LORO platform was introduced. The timing was crucial as the platform used for online teaching changed from Lyceum (an in-house system for synchronous online audioconferencing) to Elluminate. Since all teaching materials had to be reformatted and made available to tutors again, the strategic decision was to provide them only through LORO, hence forcing all users (tutors, course teams, admin, etc.) to become familiar with the system. |
| **Actors** | The main users of the OER stored in LORO are the tutors at the Department of Languages (OU, UK) and the academic and administrative course teams who support those tutors. The majority of users access existing content but there is a core of active users and creators who contribute new content as well. Some key actors in the process are 'staff tutors', who are managers responsible for the professional development and support of tutors at the institution. Including them in the design and delivery of engagement activities around LORO, OER and OEP is furthering the aim of embedding openness in the practice of language teachers in this institution. Although the Department of Languages employs around 300 tutors and a central academic and administrative team of around 60 people, there are currently nearly 900 LORO registered users and data from Google Analytics show that 65% of visits to LORO come from new users. This seems to indicate that there is a growing number of LORO users outside the institution. |
| **Initiatives** | The provision of OER through LORO was only a first step in what is viewed by the Project and the Department as a fundamental change in practice. Openness, sharing, transparency, discussion, etc. are the long-term benefits of the LORO system. The LORO Team is currently working on other initiatives (see http://www.open.ac.uk/blogs/LORO/) to embed OER, OEP and pedagogical discussion in the professional development of language tutors |

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| | at the OU. The first one of these focuses on collaborative writing and peer review. |
| **Open Educational Practices** | Tutors report two main benefits of using LORO to access open content: the possibility of reusing and repurposing content, and the inspiration they find in looking at resources created by others, which can prompt them to reflect on their own pedagogy and try out a new approach. |
| **Tools and Repositories** | An Eprints repository, LORO http://loro.open.ac.uk There is also a dedicated Moodle training space within the institution where support and training activities take place through forums, wikis and Elluminate sessions. |
| **Strategies** | A key to the strategy we have used in our case is institutional buy-in and timing. Making LORO an integral part of the delivery of online teaching resources to our tutors, at a critical time when this was essential to the smooth transition between systems, has ensured the adoption of this system by all stakeholders. |
| **Current barriers and enablers** | There are a small percentage of users who view the process with suspicion and feel that the institution is trying to get them to create resources for free. The majority, however, show a willingness to engage with the process, although lack of time is cited by users as the main barrier to contributing content to LORO. In terms of practices, all the initiatives, information and guidance sessions, etc. have been offered to users as part of professional development activities, mostly without additional remuneration. Those who can see the potential of LORO and OEP for their own skills and career development have taken advantage of the opportunities offered. This group is getting larger as the benefits of the new system are becoming apparent to tutors and other users within the department. |
| **URL to find more information** | http://www.open.ac.uk/education-and-languages/loro/index.shtml |
| **Please give three keywords for others to find your case:(tags)** | |

**98/108 Creation, Repurpose, Assurance and Sharing of OER Initiative - WOU**

| Give your story/ experience/ practice a title: | Creation, Repurpose, Assurance and Sharing of OER Initiative - WOU |
|---|---|
| **Are you Describing:** | A Best Practice within a Specific Organisation |
| **Which Organisation is the practice from?** | Wasasan Open University |
| **Institute / Department / Unit** | Wawasan Open University |
| **What is your case about?** | Innovation |
| **What does your case refer to?** | Creation of OER, Using OER, Repurposing OER, Sharing OER, Usage of OER, Relevance: How to Convince Others of OEP?, Open Educational Practices, Tools for Sharing, Quality Concepts, Skills and Knowledge for OEP, Support Mechanisms |
| **Which groups does your case apply to?** | Learners, Professionals, Organisational Leaders |
| **Please describe your practice** | •"Creation, Repurpose, Assurance and Sharing of OER Initiative" is an approach for the development of reusable learning content - OER in Wawasan Open University. •This approach covers the development, improvement and reviews of course materials, open learning content, learning objects, assessments, teaching and learning guidance and self-directed learning modules. •Development of OER materials via automated, real-time access of changes and modification in multi-level OEP actors and the managing review/keep track of process activities. •Measurement of Course Learning Outcomes/Theory to be accessible to all members and contributing to a growing understanding of effective learning practices and underpin good academic practices. •Assurance and evaluation of learning content quality in formal process via development of course development report and course delivery/presentation report. •Promoting of collaborative learning among participants in teaching and learning via OER usage and OEP awareness. |
| **Quality - OER/OEP** | This approach highlights the quality of OER and OEP. •Creation, Repurpose, Assurance and Sharing Approach for OEP Web Application •Allows the functionality and ability to create, link, share, annotate ideas, learning objects, educational resources •Course learning outcomes evaluation and effectiveness cycle. •Integration of updates and improvement of technology-driven courses. |
| **Innovation** | •Inclusion of reusable knowledge sharing, innovative teaching practice •OER development includes: Course Coordinator, Content Writer, Academic Member, Instructors/Tutors, External Course Accessor, Instructional Designer, Educational Publishing Units •OEP initiative includes: Course Coordinator, Academic Member, Instructors/Tutors |
| **Policy** | |
| **Actors** | Course Team Leader/Coordinators Lectur- |

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| | ers/Educators/Experts/Academicians/Instructors/Tutors Learners/Students Learning communities |
| **Initiatives** | •Development of OER based materials via proposed approach, “Creation, Repurpose, Assurance and Sharing of OER Initiative •WawasanLearn – WOU Learning Management Systems •Tools for “Creation, Repurpose, Assurance and Sharing Approach” via OEP Web Application |
| **Open Educational Practices** | |
| **Tools and Repositories** | |
| **Strategies** | •Adaptation of OER/OEP Practice via organizations involved with OER content resource. •Facilitation of Sharing among education institutions, private organization, individual learners and educationist. |
| **Current barriers and enablers** | |
| **URL to find more information** | http://wou.edu.my |
| **Please give three keywords for others to find your case:(tags)** | |

**99/108 Open development of master course materials on Free Technologies**

| Give your story/ experience/ practice a title: | Open development of master course materials on Free Technologies |
|---|---|
| **Are you Describing:** | A Best Practice within a project or network |
| **Which Organisation is the practice from?** | |
| **Institute / Department / Unit** | Free Knowledge Institute |
| **What is your case about?** | Improving Quality |
| **What does your case refer to?** | Creation of OER, Using OER, Sharing OER, Business Model for OEP, IPR Framework for OEP, Quality Concepts |
| **Which groups does your case apply to?** | Learners, Professionals, Organisational Leaders |
| **Please describe your practice** | The Free Technology Academy (FTA) is a joint venture between the Free Knowledge Institute and several universities and provides master courses in its online campus. All course materials are published under free licenses, while learners pay for enrolling in the formal courses. The courses take place in a virtual classroom where groups of learners are guided by tutors from one of the partner universities. Learners are encouraged to publish there assignments in the open spaces and contribute to the growing body of openly accessible free knowledge about the topics of Free Technology. |
| **Quality - OER/OEP** | In particular are of interest 1) the shared Quality Assurance policies, 2) its business model, and 3) it's open development model and open practices. First the QA policies: these are agreed by the consortium of partners and allow learners to obtain FTA Certificates for each individual course module that is recognised - for most modules at master level - by the participating universities. Review of course materials is performed by members from the different partner organisations. Furthermore, QA related activities like Academic Management and the Complaints Committee are formed by representatives from the different partners. Second, the business model: while all course books can be (and are heavily) downloaded from the website (or purchased in print by the Print on Demand service at cost price), it is the service where the FTA tends to recover its operating costs. This model can be seen in most Free Software (a.k.a Libre Software and Open Source) communities. In exchange for a tuition fee per course module, a learner obtains access to the tutored classroom, support and assessment from the tutor and the possibility to obtain an FTA Certificate. Third, the FTA aims to be as community driven as possible while adhering to the existing educational system. This can be seen in several aspects of the Academy: * by sharing all educational materials, a loose global community of |

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| | users (from learners to educators and from civil servants to business people and policymakers) has been established. * channels for feedback and contributions to these materials have been systematised by providing a so called annotation tool, where people can add there comments to the PDF book through a webbased tool. This tool is now integrated in the online campus. * the FTA online campus is open to anyone and registration is free of charge. Only the formal courses take place in online classrooms reserved for enrolled learners; all the rest of the campus spaces is openly accessible for anyone. * the FTA provides a social networking space in its Community Portal. In that space people can participate in the production of all aspects of the FTA and/or participate in working and discussion groups around the various topics of Free Technologies. A specialised community so to say, open for anyone to join and learn from. In the mid to long term, the FTA strives to build up a sustainable ecosystem, where a community of partners and peers continues the further development and extension of its common master curriculum and all aspects of the programme and campus. About the FTA: http://ftacademy.org/about See for more on the FTA vision: http://freeknowledge.eu/blog/wouter/a-vision-for-the-FTA |
| **Innovation** | |
| **Policy** | |
| **Actors** | The Academy, Universities and Students. |
| **Initiatives** | |
| **Open Educational Practices** | |
| **Tools and Repositories** | |
| **Strategies** | |
| **Current barriers and enablers** | |
| **URL to find more information** | http://campus.ftacademy.org/community/ |
| **Please give three keywords for others to find your case:(tags)** | |

**100/108 COLORS: COoperative Learning Object Repository System**

| Give your story/ experience/ practice a title: | COLORS: COoperative Learning Object Repository System |
|---|---|
| **Are you Describing:** | A Best Practice within a project or network |
| **Which Organisation is the practice from?** | |
| **Institute / Department / Unit** | Research Laboratory UTIC - University of Tunis - Tunisia |
| **What is your case about?** | |
| **What does your case refer to?** | Creation of OER, Sharing OER, Tools for Sharing |
| **Which groups does your case apply to?** | Professionals, Organisational Leaders |
| **Please describe your practice** | Our case is about COLORS, an open source cooperative learning object repository system. In fact, it is an infrastructure that is easy to install, user-friendly with no special training required and extensive in term of functionalities. It allows, in particular, an access to a significant amount of learning objects, and the cooperation between many partners to build together a corpus of learning objects. Our approach is based on the concept of "repositories network". In fact, our system allows different institutions to cooperate and to share together their learning objects by connecting their COLORS repositories through the use of a coordinator. |
| **Quality - OER/OEP** | Our system is compliant with both the IMS content package specification 1.1.3 and the IEEE learning object metadata standard. |
| **Innovation** | |
| **Policy** | |
| **Actors** | Mohamed JEMNI & Ramzi Farhat Research Laboratory of Technologies of Information and Communication (UTIC) University of Tunis, Tunisia. Mohamed.Jemni@fst.rnu.tn |
| **Initiatives** | |
| **Open Educational Practices** | |
| **Tools and Repositories** | COLORS is a system we developed in our laboratory. |
| **Strategies** | |
| **Current barriers and enablers** | |
| **URL to find more information** | http://www.utic.rnu.tn/english/memb_jemni.htm |
| **Please give three keywords for others to find your case:(tags)** | |

**101/108 iNTERCATIVE LEARNING OF PHYSICS**

| **Give your story/ experience/ practice a title:** | **iNTERCATIVE LEARNING OF PHYSICS** |
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| **Are you Describing:** | A Best Practice within a project or network |
| **Which Organisation is the practice from?** | |
| **Institute / Department / Unit** | INTERACTIVE PHYSICS an online independent learning tool |
| **What is your case about?** | Learning |
| **What does your case refer to?** | Usage of OER, Relevance: How to Convince Others of OEP?, Incentives and/or Motivation, Open Educational Practices |
| **Which groups does your case apply to?** | Learners, Professionals |
| **Please describe your practice** | I use my interactive physics manual (created as interactive flash files) that published at my site http://physicsinteractive.weebly.com/ (English) and http://physicsinter.ucoz.ru/ (Russian). Students use my site as training for solving physics problems and understanding of physics phenomena. I give only consultaion for using and explaining physics laws. Students use the site for self learning: enter values (mass, velocity etc.), look animation, calculate physics parameters (time, path, linear momentum etc.) , click the button and check skills. |
| **Quality - OER/OEP** | The quality of OEP/OER depends on the people that use OER. It means needing aspecial educator (teacher) who not only knows the subject well (physics, math etc.) but also tknows how to create the computer model, how to explain through that model more difficult topics, but how to stimulate more interest for students. |
| **Innovation** | Innovation should link with visualization. Also (from my point of view) innovation should include new (may be more difficult) topics in education course. All topics were so difficult during the twentieth century, but now, thanks to visualization, they become clear and simple. The student will be more formed, with the big outlook. THE DIFFICULT TOPICS BY OEP/OEP WILL BE SIMPLE. |
| **Policy** | The main problem lies with different aspects of education in different countries. |
| **Actors** | The main proof is that people sincerely use resources for their own work, and ability to do OER is independent. |
| **Initiatives** | I think the OER is not enough to further develope open education.OER needs aspecial type of people that believe in improvement of training by means of OER. That people should do special courses (as volunteer) especially in parts of the world where people want to be educated. |
| **Open Educational Practices** | Open Education Practices are very useful for all people, It gives the chance to people to become |

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| | better trained throughout life. This ultimately would provide less inequality between senior and younger generations. |
| **Tools and Repositories** | The use computer graphics, because at this level we can see very clearly phenomena and memorize that phenomena. For example, the teacher explains the movement of oscillatory system under action of impulses of force. A difficult subject. But when I did the flash file where the oscillation motion take place this becomes clear to the learner. Students find it difficult to memorize formulas, but not types of motion. When they encounter the body with the same oscillation, they will say : I know, the impulse of the force acting on that body. |
| **Strategies** | The main strategy is to teach teachers the basics of computer programing and modeling of phenomena. Computer programing is a manner of modeling of the natural phenomena. This is adding to the science being taught. |
| **Current barriers and enablers** | The difficulty lies in trying to explain teachers that this type of education is very effective. Most science educators think that results are to be found in publications. As a result very few teachers want to use and want to do their own work (i.e.computer simulation). Contrarily, if an educator did do this, and provide links with abig interest with respect to students; science teaching could be made easier. May be students sometimes do not appreciate physics, but like computer graphics, after using physics interactively, they will be stimulated to understand physics. |
| **URL to find more information** | http://http://physicsinteractive.weebly.com/ |
| **Please give three keywords for others to find your case:(tags)** | |

**102/108 An OERs-Based Digital Textbook for Instructional Technology**

| Give your story/ experience/ practice a title: | An OERs-Based Digital Textbook for Instructional Technology |
|---|---|
| **Are you Describing:** | A Best Practice within a project or network |
| **Which Organisation is the practice from?** | |
| **Institute / Department / Unit** | Shippensburg University, Department of Teacher Education |
| **What is your case about?** | Using OER |
| **What does your case refer to?** | Creation of OER, Using OER, Sharing OER, Incentives and/or Motivation, Open Educational Practices, Tools for Sharing, Digital Literacy |
| **Which groups does your case apply to?** | Learners |
| **Please describe your practice** | An OERs-Based Digital Textbook for Instructional Technology I aggregated OERs into a open digital textbook for an instructional technology course for a teacher education program. The open source textbook has the following features: • The digital textbook is an online publication compiled and edited by the instructor • Open sources are adapted and re-organized as major contents • Instructor created digital instruction items are used as part of the curriculum • Contents are presented and delivered predominantly in multimedia formats through the Internet • Interactive functionality is facilitated with online quizzes, blogging, twittering, and student personal Wiki website, which is also used as an e-portfolio for the course • Project examples are presented with demos in slideshow or videos • Pure text readings are reduced and condensed compared to regular textbooks • Instructor and students work as co-learners • Students are involved in editing and revising the digital textbook • Updating is instant and constant on an on-going basis • An efficient class virtual learning community is formed Here is the link: http://webspace.ship.edu/hliu/etextbook/etextbook30_home.html View he whole course: http://webspace.ship.edu/hliu/505/505home.html |
| **Quality - OER/OEP** | All OERs were evaluated based on my course requirements. |
| **Innovation** | Reassemble OERs into a digital textbook based on specific course objectives. Updating course contents continuously and instantaneously Learner (Student)-involved textbook development Teacher and students are co-learners Open and free |
| **Policy** | Not Applicable. |
| **Actors** | Teachers. |
| **Initiatives** | The OERs-based digital textbook initiative is on my long term research agenda. This initiative really promotes OERs while using OERs regularly in teacher training programs. |

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| **Open Educational Practices** | The general model is to fundamentally employ OERs based on careful evaluation of their validity, accuracy, currency, relevance, and media format, such as text, PPT, audio, video, animation, etc. We need a variety of media format to address digital learners' needs, such as game, video, which are more liked by students than pure text information. |
| **Tools and Repositories** | I have my other websites to support this course. OCW and OERs gateways are aggregated here: http://openclass4all.com/ Games are clustered here: http://webspace.ship.edu/hliu/game/lbg.html I use Wikispaces: http://tch505su2011.wikispaces.com/ Google Site: https://sites.google.com/site/lliuhan/ Wordpress: http://tch505su2011.wordpress.com/ And many other web2.0 tools. |
| **Strategies** | There are more obstacles for college level integration of OERs or OCW, than for K-12 teachers, who totally embrace OERs. One of the reasons is an information literacy issue. Some professors are not able to use technology at a proficient level. And still some professors stubbornly believe that information from the Internet is of lower quality. |
| **Current barriers and enablers** | According to my survey, 94% students prefer the open source digital textbook than the traditional one. Of course, one of the incentives is that it is free. |
| **URL to find more information** | http://webspace.ship.edu/hliu/etextbook/etextbook30_home.html |
| **Please give three keywords for others to find your case:(tags)** | |

**103/108 Innovative OER in European Higher Education**

| **Give your story/ experience/ practice a title:** | **Innovative OER in European Higher Education** |
|---|---|
| **Are you Describing:** | A Best Practice within a project or network |
| **Which Organisation is the practice from?** | |
| **Institute / Department / Unit** | EADTU |
| **What is your case about?** | Using OER |
| **What does your case refer to?** | Usage of OER, Strategy and/or Policy for OEP, IPR Framework for OEP |
| **Which groups does your case apply to?** | Organisational Leaders, Policy Makers |
| **Please describe your practice** | The first Best Practice Report is on Widening Participation in Higher Education through Open Educational Resources. This study has been made possible through a grant from the European Commission under the Erasmus Lifelong Learning Programme, within the strand of Virtual Campus. Led by the European Association of Distance Teaching Universities (EADTU) this project is called "Innovative OER in European Higher Education (OER-HE)" and for which this study is just one strand. EADTU has been working closely for some years with a number of member universities in Europe on developing institutional strategies for OER. This work builds upon that previous EADTU taskforce and project on Multilingual Open Resources for Independent Learning (MORIL), and adds in one conventional university to make 11 European university partners. The MORIL project was supported by two grants from the US-based William and Flora Hewlett Foundation. In the second best practice study "Multi-campus", widening participation is certainly a common ingredient in the reasons for looking at OER, but the participating institutions do have their own very specific motives to pursue this line of action. For OUNL, it follows from the role it is supposed to play within the NOP network, where quality content will be a common standard delivered to the polytechnics, and OUNL also takes the role of pedagogical innovator. In the K.U.Leuven context, the relation between the University and the Institutions for Higher Education within the Association is more bi-directional: the institutions in the first place have an independent pedagogical concept, and also host disciplines that are not covered by K.U.Leuven. The aim of multi-campus OER is in this case more a sharing of expertise, with collaboration on the content. Whereas for UOC, the high quality, finished open course products are part of their added value and they need to be delivered and finalized before they are used. OER is key to be able to not only provide |

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| | new high-quality course content at reduced cost, by optimizing the use of already available open content. It is shown that in these different contexts, OER indeed proves to be an enabling factor offering solutions to quite different problems, but that on the other hand from the different stakes follows an impact on how OER courses are conceived, and what kind of products they involve. There is also an impact on the kind of Open licensing involved, which leads to different choices from the available Creative Commons licensing models. In the third best practice, international team-based OER development has been studied in that it may serve as a guide for the joint development and reuse of course materials in European Higher Education. Along with this specific aim, the overall purpose has been to stimulate other universities since to join ongoing OER-initiatives or to establish new networks. Consequently, the focus has been on how can different levels of academic organization can be convinced to utilize OER within their institution, and how a win-win-situation could be created, such as to enable situations where all parties and stakeholders involved benefit through collaboration rather than trying to compete for the "best" OER-solution. A number of best practice studies have been incorporated. Two best practice examples within the European Association of Distance Teaching Universities (EADTU): (1) the Humanities Network complementary course production initiative and (2) the Mediterranean Network of Universities (MEDNET). With the background of these two cases an analysis was undertaken, identifying differences and similarities. Our investigations of the European OER networks, Humanities and Mediterranean, reveal highly different team-based approaches leading to diverse effects on team work and achievement. Whereas Humanities network follows a rather loose and unstructured approach, the Mediterranean network is guided by a prearranged professional work flow. It has become clear that for a relatively unknown field such as OER it seems essential to discuss the potentials of OER in your team and then based on that set clear goals for the work with OER. As have been revealed in the Humanities case, a neglect of a team approach can not necessarily be compensated by an agreement of subject matters. In summary we propose a number of recommendations for the infusion of OER to team work. |
| **Quality - OER/OEP** | |
| **Innovation** | |
| **Policy** | |

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| **Actors** | |
| **Initiatives** | |
| **Open Educational Practices** | |
| **Tools and Repositories** | MORIL is a leading-edge Open Educational Resources (OERs) initiative by the Open and Distance Teaching Universities within the EADTU membership. The MORIL initiative is a multi-country initiative, and is to make educational content more broadly accessible (by means of OERs) to a vast array of both (lifelong) learners and institutional users. A multitude of OER member courses (varying in size) is involved in the initiative, directly aligning with EADTU members' institutional strategy and development. All OER offers are special in nature and differ from the offers of conventional universities in the sense that they consist of pedagogically-rich learning materials, specifically designed and developed for distance learning and intended for independent self-study.<br>http://moril.eadtu.nl/ |
| **Strategies** | |
| **Current barriers and enablers** | |
| **URL to find more information** | http://www.eadtu.nl/oerhe/ |
| **Please give three keywords for others to find your case:(tags)** | |

**104/108 #metaOER: Open Resources on Open Educational Resources**

| Give your story/ experience/ practice a title: | #metaOER: Open Resources on Open Educational Resources |
|---|---|
| **Are you Describing:** | A Best Practice within a Specific Organisation |
| **Which Organisation is the practice from?** | Universitat Oberta de Catalunya |
| **Institute / Department / Unit** | UNESCO Chair in e-Learning |
| **What is your case about?** | Using OER |
| **What does your case refer to?** | Creation of OER, Using OER, Repurposing OER, Sharing OER, Commitment, Mindsets and Attitudes, Digital Literacy |
| **Which groups does your case apply to?** | Learners, Professionals |
| **Please describe your practice** | #metaOER is a basic collection of open resources about open educational resources, structured in four main areas: awareness; technical and methodological aspects; legal aspects; and open repositories and tools. These resources are used for allowing newcomers (mostly teachers) to be part (or, at least, to be aware) of the OER movement. |
| **Quality - OER/OEP** | |
| **Innovation** | |
| **Policy** | |
| **Actors** | Mostly teachers but also management staff (digital library, resources management) and, of course, students. Some teachers have no idea about the OER movement at all, so the #metaOER project serves as a basic introduction for raising awareness about OERs, thus encouraging them to start basic OEPs. |
| **Initiatives** | |
| **Open Educational Practices** | |
| **Tools and Repositories** | |
| **Strategies** | |
| **Current barriers and enablers** | |
| **URL to find more information** | http://unescochair-elearning.uoc.edu/project/metaoer/ |
| **Please give three keywords for others to find your case:(tags)** | |

**105/108 BCcampus OER**

| **Give your story/ experience/ practice a title:** | **BCcampus OER** |
|---|---|
| **Are you Describing:** | A Best Practice within a Specific Organisation |
| **Which Organisation is the practice from?** | BCcampus.ca |
| **Institute / Department / Unit** | |
| **What is your case about?** | Innovation |
| **What does your case refer to?** | Creation of OER, Using OER, Repurposing OER, Sharing OER, Usage of OER, Partnerships, Incentives and/or Motivation |
| **Which groups does your case apply to?** | Learners, Professionals, Organisational Leaders, Policy Makers |
| **Please describe your practice** | Annual Online Program Development Fund provided by Ministry of Advanced Education for development of online curricula all of which must be licensed as OER. Challenges - autonomous post secondary system - public funding for OER a novel untested idea when initiative started in 2003 - faculty/administration resistance to sharing due to highly competitive environment What works - funding is a carrot that gets all institutions participating - incentivize partnerships (almost all grants involve partnerships) - continuity of funding annually, to date for 8 consecutive years (as opposed to single one-time funding) - offer choice of license (we have always offered a choice of Creative Commons or BC Commons licenses) - specify academic domain target areas but allow freedom to apply outside those areas (this has resulted in development happening in virtually every academic area though the big 3 are health, science and liberal arts/humanities) - incentivize reuse of existing OER. Give preference to proposals that integrate and make use of existing OER. - focus on for-credit courses. OER can be a wide range of granularity from small components to complete courses/programs. We're getting maximum bang for buck with courses. - provide a repository that supports self service upload of resources, meta data, previewing resources, downloading resources |
| **Quality - OER/OEP** | Quality has three dimensions: 1. Academic quality. Online curricula developed as OER is subject to the same academic quality requirements as any other curricula. To be offered as a for-credit course requires senate or education council approval. 2. Pedagogical quality. This aspect of quality involves the intentional use of instructional design principles and work flow that ensures the OER is pedagogically sound for the mode in which it will be delivered. This practice is dictated by the institution. 3. Technical quality. This aspect of quality in- |

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| | volves the development of OER as interoperable/accessible resources. Porting content across LMS's, ensuring it meets accessibility standards, and is optimized for search engines are all technical quality requirements. OEP is currently a completely unknown entity in our system. |
| **Innovation** | - formation of faculty discipline panels (regionally, nationally, and internationally) to collaboratively develop OER that all will use and continuously improve - from solo to team process - open pedagogies including making educational resources openly visible to the public and inviting open public enrollment - OER need to be factored in from start of academic program planning and design - student development of OER as part of for credit participation in course |
| **Policy** | Mandatory OER sharing policy associated with new public funding from Ministry of Advanced Education. |
| **Actors** | Government Institutions Faculty Students Actors in general have little understanding of big picture possibilities or rationale for OER or OEP. |
| **Initiatives** | |
| **Open Educational Practices** | |
| **Tools and Repositories** | Shareable Online Learning Resources (SOL*R) repository http://solr.bccampus.ca |
| **Strategies** | |
| **Current barriers and enablers** | |
| **URL to find more information** | http://www.bccampus.ca; http://edtechfrontier.com; http://opdf.pbworks.com |
| **Please give three keywords for others to find your case:(tags)** | |

**106/108 Repurposing (parallell publishing) of videos for university courses as OER**

| Give your story/ experience/ practice a title: | Repurposing (parallell publishing) of videos for university courses as OER |
|---|---|
| **Are you Describing:** | A Best Practice within a Specific Organisation |
| **Which Organisation is the practice from?** | Norwegian University of Science and Technology |
| **Institute / Department / Unit** | |
| **What is your case about?** | Using OER |
| **What does your case refer to?** | Creation of OER, Using OER, Repurposing OER, Incentives and/or Motivation, Support Mechanisms |
| **Which groups does your case apply to?** | Organisational Leaders, Policy Makers |
| **Please describe your practice** | NTNU films an extensive number of lectures every semester. These are made available to enrolled students through the learning platform. To support our strategic goals regarding visibility, dissemination of knowledge, attracting the best students and employees and so forth, we are renewing or efforts to make available digital learning materials to the public. The key to success in the initial phase was reusing material that would be produced for other purposes. Low costs brings the risks down. Proving the concept with little need for investment built the necessary acceptance for expanding and exploring the concept further. Developing a policy for use and reuse of the resources was challenging. We had to develop appropriate forms for handling intellectual properties rights both for for employees and the organisation, as the IP regarding digital learning resources had not previously been defined. Our center for multimedia production has over the years built extensive competence in filming, editing, storing and retrieving/presenting video as learning resources. The handle all the relevant hardware and software, and are crucial in developing front ends for users on web and mobile platforms. In this they also maintain collaboration with other stakeholders and competence units within the organisation. |
| **Quality - OER/OEP** | At this stage, focus is on quality in processes for producing, storing, retrieving and presenting resources. Quality of the resources are developed as part of the general processes for developing education quality, as we do not produce material specifically for OER initiatives. |
| **Innovation** | There are several initiatives at NTNU looking into the development of development of digital learning resources, focusing on how to improve learning. This means developing the resources to fit the best practice for facilitating student learning. Through this, the OER and OEP in turn will improve in scope and quality. |
| **Policy** | |

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| **Actors** | |
| **Initiatives** | |
| **Open Educational Practices** | |
| **Tools and Repositories** | MediaSite |
| **Strategies** | |
| **Current barriers and enablers** | The notion that open resources compete with “proper” university education still seems wide-spread. As experiences from other top universities engaed in OER/OEP are positive, the attitude is shifting across other institutions. |
| **URL to find more information** | http://www.ntnu.edu |
| **Please give three keywords for others to find your case:(tags)** | |

**107/108 Forsdyke Evolution Academy**

| Give your story/ experience/ practice a title: | Forsdyke Evolution Academy |
|---|---|
| **Are you Describing:** | A Best Practice within a project or network |
| **Which Organisation is the practice from?** | |
| **Institute / Department / Unit** | Biomedical and Molecular Sciences, Queen's University, Kingston, Canada |
| **What is your case about?** | Learning |
| **What does your case refer to?** | Usage of OER |
| **Which groups does your case apply to?** | |
| **Please describe your practice** | Following the Salman Khan template (see www.khanacademy.org) I have, to date (Dec 2011), made 36 videos on the topic of Evolutionary Biology that are freely available on You Tube or Vimeo. Designed for self-instruction, each video is about 15 minutes in length, so there is a total of 9 hours viewing. By asking students to watch a certain video as advanced preparation, a teacher could then use class time for discussion. |
| **Quality - OER/OEP** | |
| **Innovation** | |
| **Policy** | |
| **Actors** | |
| **Initiatives** | |
| **Open Educational Practices** | |
| **Tools and Repositories** | You Tube and Vimeo under the heading Forsdyke Evolution Academy. These may be accessed directly, or by way of the URL below. |
| **Strategies** | |
| **Current barriers and enablers** | |
| **URL to find more information** | http://post.queensu.ca/~forsdyke/videolectures.htm |
| **Please give three keywords for others to find your case:(tags)** | |

**108/108 Open courses offered by FGV Online**

| Give your story/ experience/ practice a title: | Open courses offered by FGV Online |
|---|---|
| **Are you Describing:** | A Best Practice within a Specific Organisation |
| **Which Organisation is the practice from?** | FGV Online |
| **Institute / Department / Unit** | |
| **What is your case about?** | Using OER |
| **What does your case refer to?** | Using OER, Sharing OER, Vision of OEP, Open Educational Practices |
| **Which groups does your case apply to?** | Learners, Professionals, Organisational Leaders |
| **Please describe your practice** | The OCWC - Open Course Ware Consortium - created by the Massachusetts Institute of Technology (MIT), is now the largest education movement, shared web, through the free dissemination of educational materials, philosophy and ways of thinking, following the same concept of open source software. The consortium counts today more than 200 educational institutions of international renown and brings together users from 215 countries from all continents. In 2008, FGV Online, in partnership with the University of California, Irvine - UCI - began to offer free access to high quality content, in particular, to the Brazilian public and the other Portuguese-speaking public. The result of the bid exceeded the expectations of the program: in December 2008, the courses had been accessed by more than seventy thousand users, one year later, that number exceeded one million seven hundred thousand hits. By April 2011, more than seven million people accessed the courses in the OCWC FGV Online. The methodology of the courses were designed so that the user is able to do the course easily, developing and complementing their knowledge on the subject studied. For this, all subjects undergo a treatment of language, carried out by linguists specializing in instructional design, and design work is aimed to establish a dialogic relationship between text and reader. In addition, the navigability of the disciplines is extremely friendly and intuitive, ensuring that the user completes the course smoothly. |
| **Quality - OER/OEP** | The profile of users looking for courses in the FGV Online OCWC shows the need that professionals have to improve on their career and in your area of expertise. This scenario demonstrates that the pursuit of professional development is part of the professional objectives of most Brazilians, who still face, however, barriers of geographical, economic and operational, or have difficulty doing classroom courses because of their workload . The confirmation of this picture can be seen by looking for part- |

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| | ners interested in sponsoring courses in the consortium. From 2010, we initiated partnerships with private companies that sponsor technical courses, such as: Sustainability (Walmart) and Personal Finance (Icatu). We plan to extend this form of partnership between businesses and FGV to increase the number of offers. |
| **Innovation** | The courses offered include different areas of knowledge, especially those in which the FGV has recognized excellence. Thus, there are courses in the areas of Sustainability, Law, People Management, Finance, Environmental Management, Business Management, as well as courses aimed at teachers in general, linked to the area of methodology, and high school teachers in the areas of Philosophy and Sociology. |
| **Policy** | Access is free, but you can if you want, fill out a form and print a statement at the end of the courses taken. Of the more than seven million visitors, half made by completing a registration form, and almost two million print a certificate of participation. |
| **Actors** | Students, professionals looking for improvement, leaders, managers and professionals related to open courses construction. |
| **Initiatives** | The social contribution of this initiative is the driving force behind the project. In 2008, the partnership was signed between the FGV Online, the National Museum and SECAD-MEC for development of three courses on indigenous education for managers in universities that have adopted such policies as affirmative action, quota system for candidates of Indian origin. For the Brazilian audience, which presents a vast demand for training and education costs quite high - approximately 35% of national GDP are facing higher education - the FGV Online courses are free of an appropriate and necessary response to a certain part of Brazilian educational needs. The FGV finance - from pre-established criteria - scholarships that cover part or full tuition of students in the Undergraduate Technology Management Process. Regardless of conditions, anyone is entitled to receive a full scholarship in first place in the selection process. |
| **Open Educational Practices** | |
| **Tools and Repositories** | |
| **Strategies** | By constructing contents based on modern needs and using a friendly e-learning method, is possible to reach a interested public and share experiences. |
| **Current barriers and enablers** | Since its inception, the FGV Online has always been at the forefront of distance education, developing methodologies, content and innovative learning solutions, with the mark of the Getulio Vargas |

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| | Foundation. Your participation in OCWC is an important step in the mission to bring knowledge and quality education where the student is. |
| **URL to find more information** | http://www5.fgv.br/fgvonline/CursosGratuitos.aspx |
| **Please give three keywords for others to find your case:(tags)** | |