

4: Share your OER with others



OER Africa



We have taken you through the steps on creating a new derivative from an existing OER as well as creating and licensing new OER.

The final step in this fourth tutorial is on how to share the resource with your educational colleagues across the continent, and potentially, globally. We will look at where to 'publish' your resource and what repositories and portals to add it to thus ensuring that others can search, find and download your OER for new uses.

REPOSITORIES AND PORTALS

-  [The Zimbabwe EduConnect Portal](#)

-  [Publish on OER Commons](#)

-  [Evaluate OER](#)

-  [Beyond OER](#)

SUMMARY

-  [Summary, attribution and licence](#)

The Zimbabwe EduConnect Portal



Image: andryn2006 (CC BY-SA)

Zimbabwe Online Resources Bank for Teachers

Zimbabwe EduConnect Portal

The Zimbabwe EduConnect platform is a public directory of open educational resources (OER) for primary and secondary school teachers. The directory provides links to relevant digital

resources that meet the requirements of the new Zimbabwean Curriculum, across all levels of school education in Zimbabwe and for all subject domains. It is available initially in English.

Available OERs include video, audio, documents, interactive objects and images. Teachers can contribute to the directory by submitting and sharing relevant OERs. This shift in resource creation and sharing is not just about cost savings and easy access to openly licensed content, it's also about participation and co-creation.

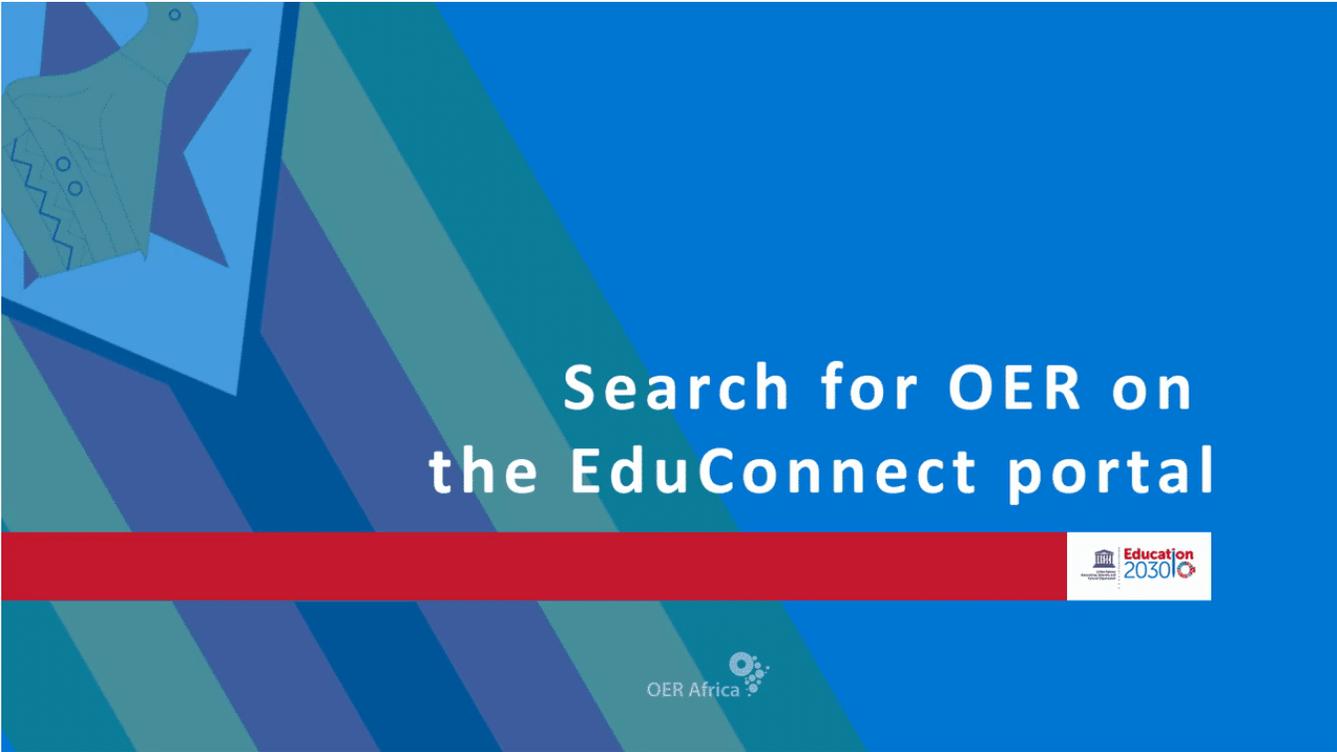
Keep in mind that EduConnect has been designed to support Zimbabwean educators by aligning resources to the Zimbabwean curriculum but it can be accessed by anyone globally and so potentially is a platform for all educators.

EduConnect

Welcome to this free public resource platform offering curriculum materials, syllabi, teaching and learning resources, revision and examination papers. The platform also offers professional development resources and support materials for teachers in Zimbabwe.

[EDUCONNECT](#)

Alright! Let us start off with using EduConnect to see what already exists. What resources are already available and where are there gaps that you might be able to fill? Watch the video below and do a search of your subject and grade.



Search for OER on the EduConnect portal



OER Africa 

Did you identify any gaps? Have you got a resource to add to the portal so others can share and benefit from your work and expertise? The first step of uploading a resource to EduConnect is to ensure that you have an account and are logged in. Not sure how to do this? Watch the video below.



Register on EduConnect portal



OER Africa 

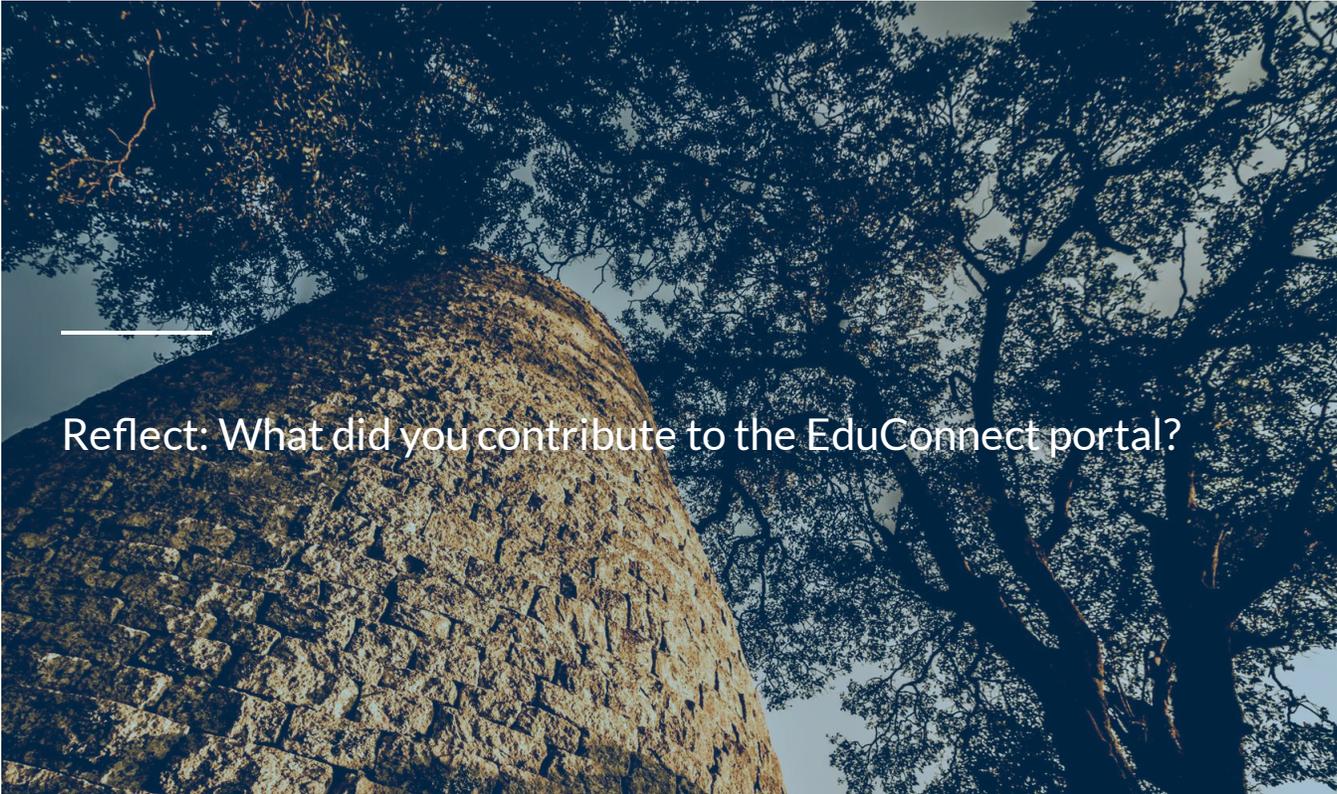
Right! It is now time for you to upload a resource! Follow the steps below.



Submit OER to the EduConnect portal



OER Africa 



Reflect: What did you contribute to the EduConnect portal?

Image: andryn2006 (CC BY-SA)

Reflect: Feedback

Did you upload a curriculum resource? Well done if you did! Please can you do so if you answered no. Keep in mind that if everyone shares then there will be a comprehensive repository of Zimbabwean teaching and learning resources that will help Zimbabwean teachers overcome any resource deficit.



Publish on OER Commons



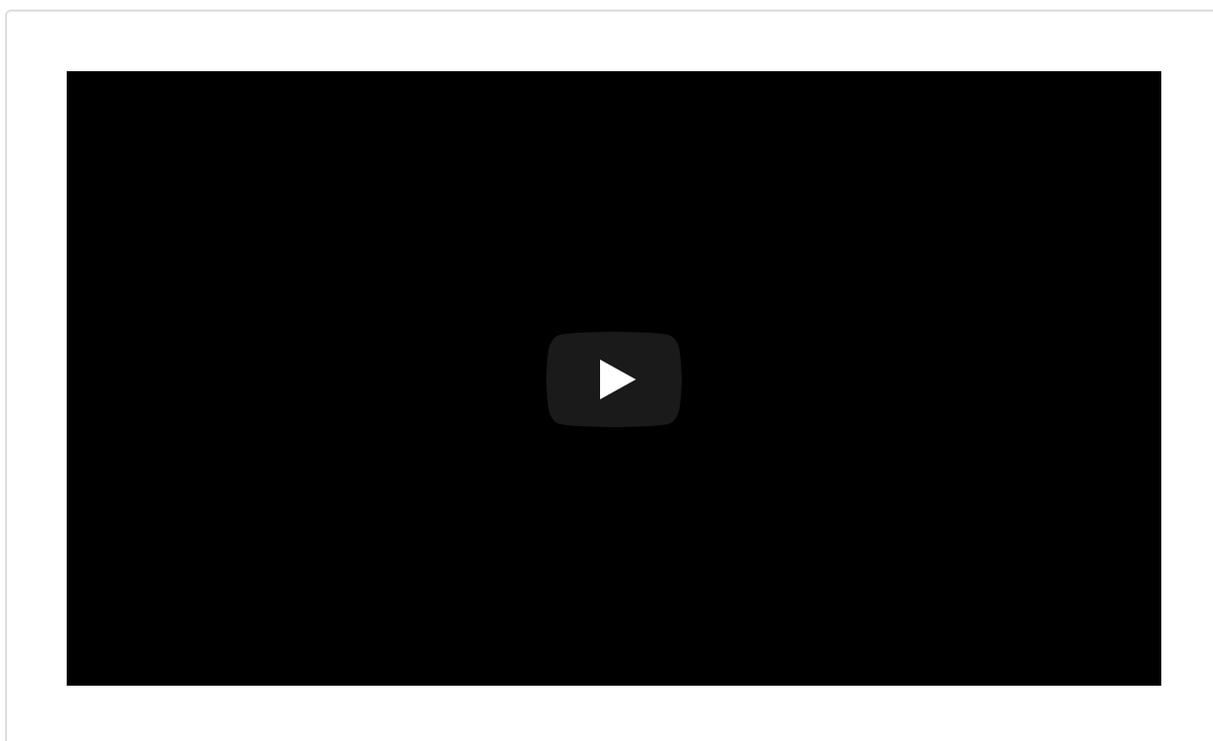
Image: [opensource](#) (CC BY-SA)

OER Commons

If you are looking to share your resources globally, then consider indexing your resource on OER Commons. OER Commons is an American platform but indexes OER from across the globe and aligns them with common curriculum standards.

When indexing a resource on OER Commons you need to create a user account and a user profile. The reason for this is so that OER Commons knows who submitted the resource. They will also ask you to submit additional 'meta-data' about the resource. What that really means is that you should provide a comprehensive description of what the resource is and who it was originally written by. This is necessary so that when people search OER Commons for curriculum resources, the platform can offer them your resource if appropriate to their needs.

Watch the video below to get an idea of the level of detail required both about yourself and your resource.



OER Commons is not a real repository. It will not take a copy of your resource. Rather, it collects information about your OER and provides others with links to it. This means that you will need to first upload it to a platform that allows you to get a public access hyperlink. A platform like Google Docs or Google Drive for example, does this well.

The video below demonstrates how to index a document on OER Commons that you have stored on Google Drive.



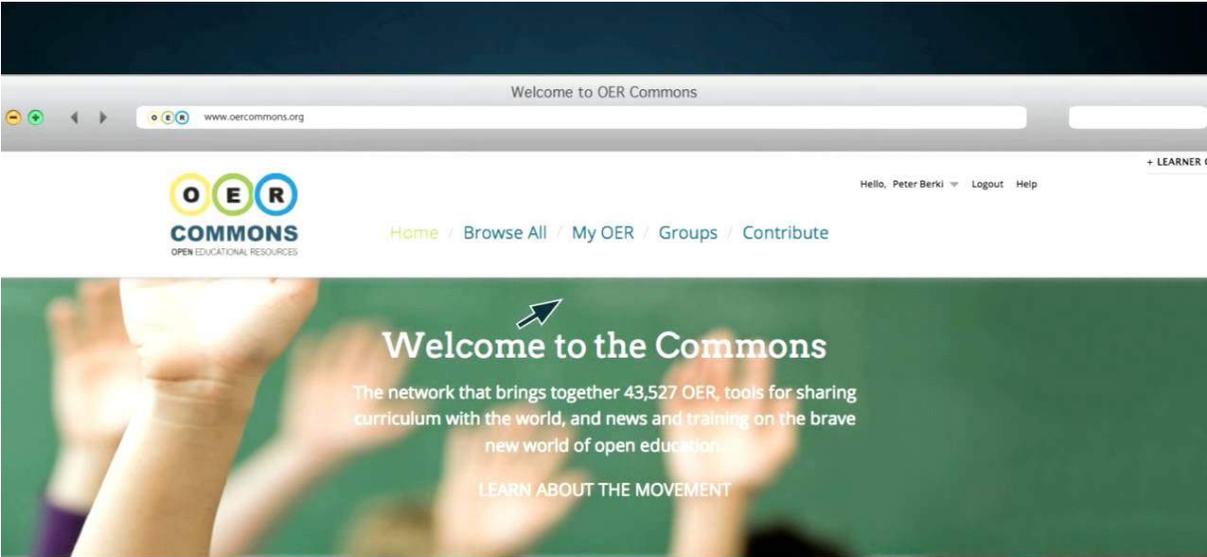
Reflect: What would you publish on a high profile repository like OER Commons?



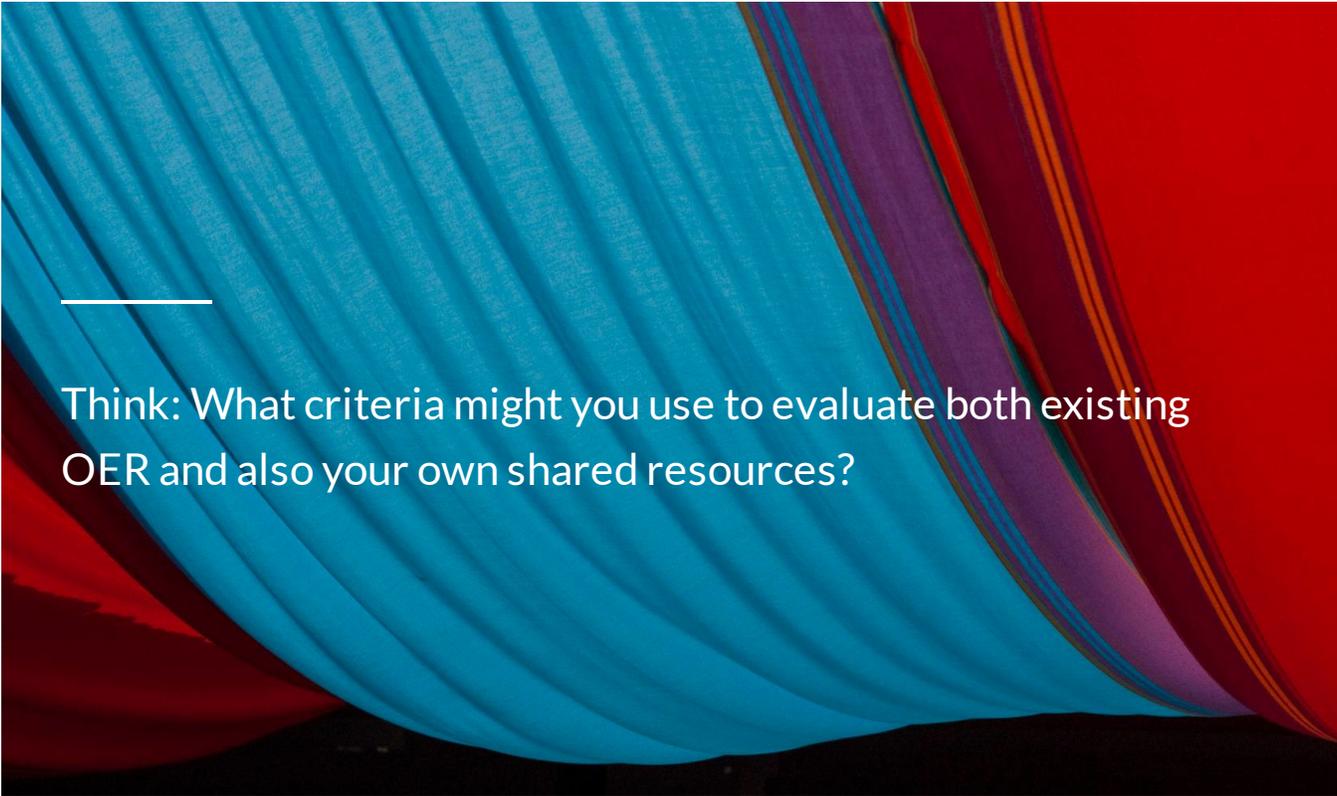
Image: [opensource](#) (CC BY-SA)

Reflect: Feedback

OK! This repository receives lots of attention. There are hundreds of searches done on this site daily. Any of your resources 'published' on OER Commons could potentially gain you wide exposure. Consequently, you should index only your very best work here. Only index resources that would add positively to your 'brand'. You will be remembered by the quality and usefulness of what you share on this platform!



Evaluate OER



Think: What criteria might you use to evaluate both existing OER and also your own shared resources?

Image: [andryn2006](#) on Flickr (CC BY-SA)

With so many OER online, choosing the right resource can be overwhelming. Also consider, how might you evaluate the quality of the open resources you intend to share? The checklist below contains some suggestions when choosing resources for use in class. It can also be used to evaluate the usefulness of your own resource.

Relevance

- Does the information directly address one or more of the curriculum objectives?

Accuracy

- Is the information accurate? Have you checked recently?
- Are there any major omissions?
- Are there spelling errors, typos or poor grammar?
- Has the material been looked over (proofed) by a colleague or someone who is experienced in your subject/learning area?

Production quality

- Is the information clear and understandable?
- Is the layout and interface easy to navigate?
- Do the design features (graphics, multimedia, fonts, interactivity etc.) enhance learning?
- For multimedia resources, are the audio/video of high quality? Are the accents understandable for non-locals?

Accessibility

Is the resource available in alternative formats e.g. .docx or.odf?

For audio or video resources, is there a transcript or subtitles?

Interactivity

Does the resource encourage active learning and class participation? Are there student activities, discussion points etc?

Are there opportunities for the students to test their understanding of the materials e.g. a video with embedded questions?

Licensing

Does the licence allow for educational reuse of the materials?

Does the licence cater for modifications or adaptations of the materials? If so, can you modify the resource to better fit the class objectives or encourage active learning?

The above check list was adapted from the resource below.

BC Campus

With so many freely available resources online, choosing OER can be overwhelming. This checklist contains some suggestions for faculty when choosing resources for use in the classroom. Click the button right to open a larger version in PDF format, suitable for downloading or printing.



CONTINUE

Reflect: Can you think of any additional criteria that should be added to the above checklist?

Image: [andryn2006](#) on Flickr (CC BY)

Reflect: Feedback

The list here works very well for individual resources, such as OER assets. Can you think of any additional criteria? In Africa, bandwidth is notoriously expensive and often insufficient for intensive resources like streaming videos. Unless our students have access to ubiquitous connectivity we might want to, for example, prioritise low-tech resources (text and simple images) over video.

Faculty Guide for Evaluating Open Education Resources

With so many freely available resources online, choosing OER can be overwhelming. This checklist contains some suggestions for faculty when choosing resources for use in the classroom.

RELEVANCE

- Does the information directly address one or more of the class objectives?

ACCURACY

- Is the information accurate? Are there major content errors or omissions?
- Are there spelling errors or typos?
- Has the material been peer reviewed?

PRODUCTION QUALITY

- Is the information clear and understandable?
- Is the layout and interface easy to navigate?
- Do the design features enhance learning?
- For multimedia resources, are the audio/video quality high?

ACCESSIBILITY

- Is the resource available in alternative formats (e.g. .doc or .odf)?
- For audio or video resources, is there a transcript or subtitles?

INTERACTIVITY

- Does the resource encourage active learning and class participation? If not, are you able to add that to the resource?
- Are there opportunities for students to test their understanding of the material (e.g. a video with embedded questions)?

LICENSING

- Does the license allow for educational reuse of the materials?
- Does the license allow modifications or adaptations of the materials? If so, can you modify the resource to better fit the class objectives or encourage active learning?

FURTHER INFORMATION

JISC. (n.d.). *Open Educational Resources infoKit* [wiki]. Retrieved from <http://bit.ly/oeinfoKit>.

MERLOT. (n.d.). MERLOT Faculty Development Portal: *EVALUATION CRITERIA*. Retrieved from <http://facultydevelopment.merlot.org/ReviewCriteria.html>.

Shank, J. D. (2014). *Interactive open educational resources: A guide to finding, choosing, and using what's out there to transform college teaching*. San Francisco: Jossey-Bass.



This guide is a creation of the BCOER, a group of BC postsecondary librarians working together to support the use of quality Open Educational Resources (OER). For more information about BCOER and its activities, go to open.bccampus.ca.

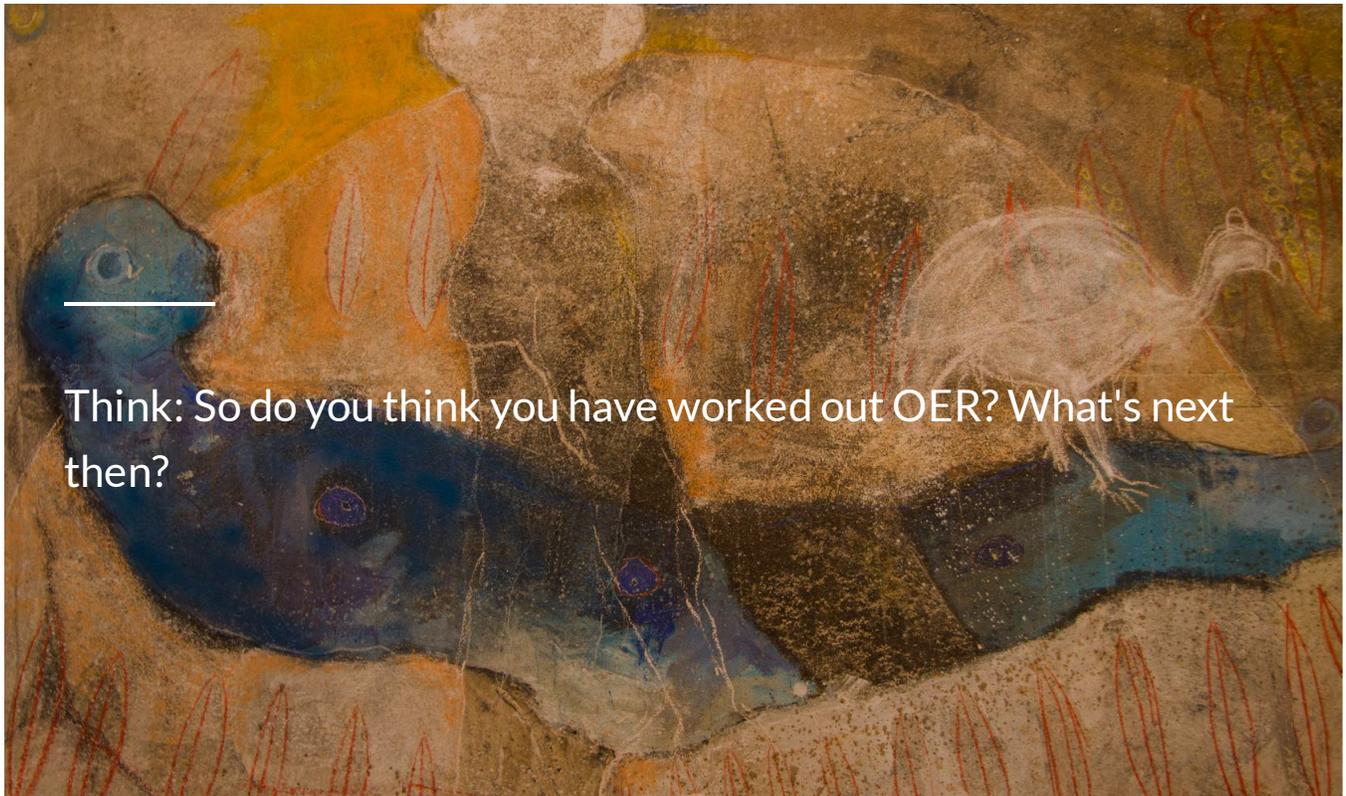


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Supported by BCCampus

Beyond OER



Think: So do you think you have worked out OER? What's next then?

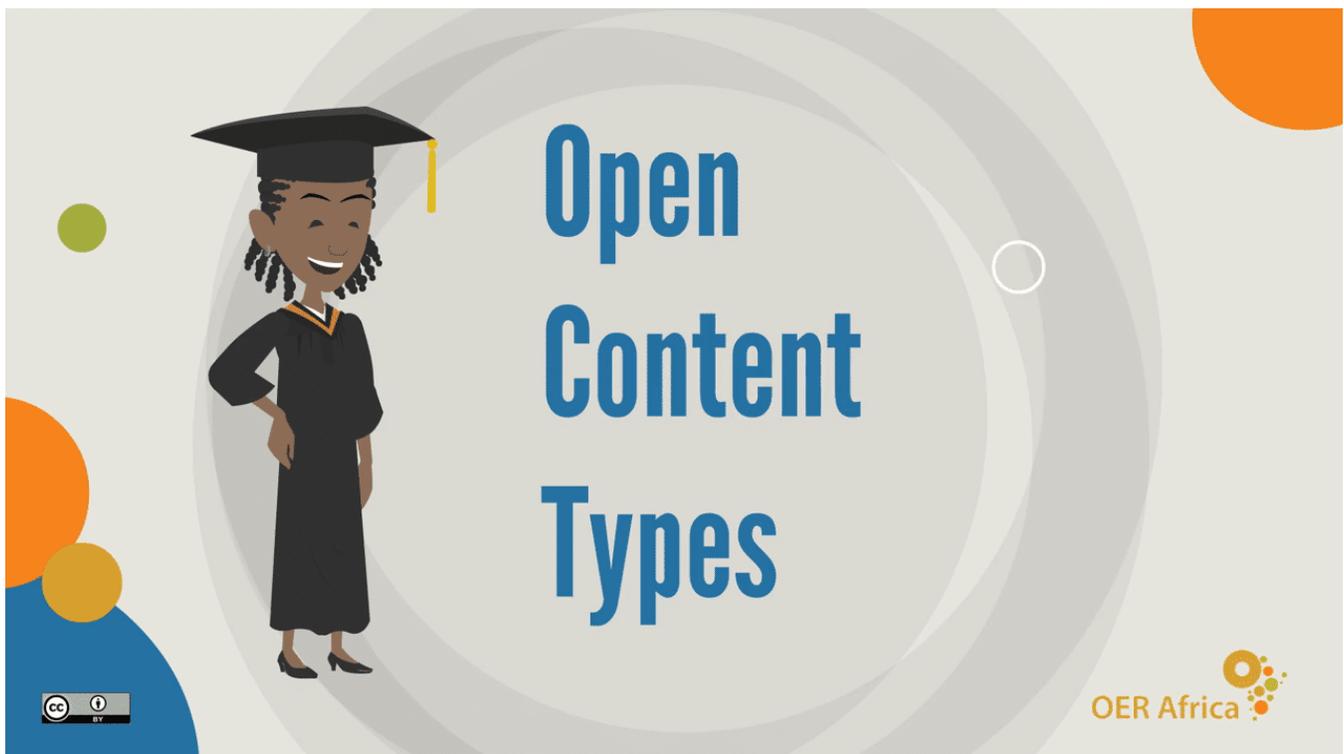
Photo: andryn2006 (CC BY-SA)

OER are assets, resources which you can adapt to work in your lessons. However, there are different types of open content that might also be of use to you as a teacher. We will investigate **Open Courseware (OCW)**, **Open Educational Resources (OER)** and **Massive Open Online Courses (MOOCs)**.

CONTINUE

Distinguish between OER, OCW and MOOCs

Open content comes in different forms ranging from simple assets such as a worksheet or a photo, to a unit of study or a whole course. It is important to know what exactly you are looking for.



1: OER

Open educational resources (OER) are free and openly licensed educational materials that can be used for teaching, learning, research and other purposes. OER are teaching and learning materials in any medium – digital or otherwise – that reside in the public domain or have been released under an open license that permits no-cost access, use, adaptation and redistribution by others with no or limited restrictions.

<https://en.unesco.org/themes/building-knowledge-societies/oer>

2: OCW

An **OpenCourseWare** (OCW) is a **free** and open digital publication of high quality college and university-level educational materials. These materials are organized as **courses** and often include course planning materials and evaluation tools as well as thematic content.

OpenCourseWare are free and **openly licensed**, accessible to anyone and anytime via the internet.

<https://www.oeconsortium.org/faq/what-is-open-courseware/>

Example: MIT Open Courseware

MIT OpenCourseWare (OCW) is a web-based publication of virtually all MIT course content. OCW is open and available to the world and is a permanent MIT activity.

Through OCW, educators improve courses and curricula, making their schools more effective; students find additional resources to help them succeed and independent learners enrich their lives and use the content to tackle some of our world's most difficult challenges, including sustainable development, climate change, and cancer eradication.

A blue rounded rectangular button with the text "MIT OCW" in white, centered within it.

3: MOOC

A **massive open online course** (MOOC) is an online course aimed at **unlimited participation** and **open access** via the web. Early MOOCs often emphasized open-access features such as open licensing of content, structure and learning goals, to promote the reuse and remixing of resources.

Later MOOCs, however, use closed licenses for their course materials while maintaining free access for students. Some MOOCs have begun to restrict student access to course materials after completing their studies. So the openness of MOOCs varies from course to course.

There are some MOOCs that focus on 'Teacher Education'. MOOCs might be of interest to you as professional development to improve your teaching.

https://en.wikipedia.org/wiki/Massive_open_online_course

Example: Coursera

Every course on Coursera is taught by top instructors from world-class universities and companies, so you can learn something new anytime, anywhere. Hundreds of free courses give you access to on-demand video lectures, homework exercises and community discussion forums. Paid courses provide additional quizzes and projects as well as a shareable Course Certificate upon completion.

COURSERA

CONTINUE

Drag the open content type label and match it with the correct description

≡ MOOC

Offers free access to students to attend classes offered by the world's top academics

≡ OCW

University level course materials

Individual assets such as text

☰ OER

files, audio files, diagrams often distributed individually

SUBMIT

CONTINUE

4: Open Textbooks

Technically, an open textbook is an OER but this sub-category teachers will find interesting. Open textbooks are free to access, share and adapt. Investigate the links below:

Siyavula

Better than just free, these books are also openly-licensed (except Information Technology and Computer Applications Technology)! Refer to the different open licences for each download and the explanations of the licenses at the bottom of the page.

SIYAVULA

Open Textbook Library

Open textbooks are licensed by authors and publishers to be freely used and adapted. Download, edit and distribute them at no cost.

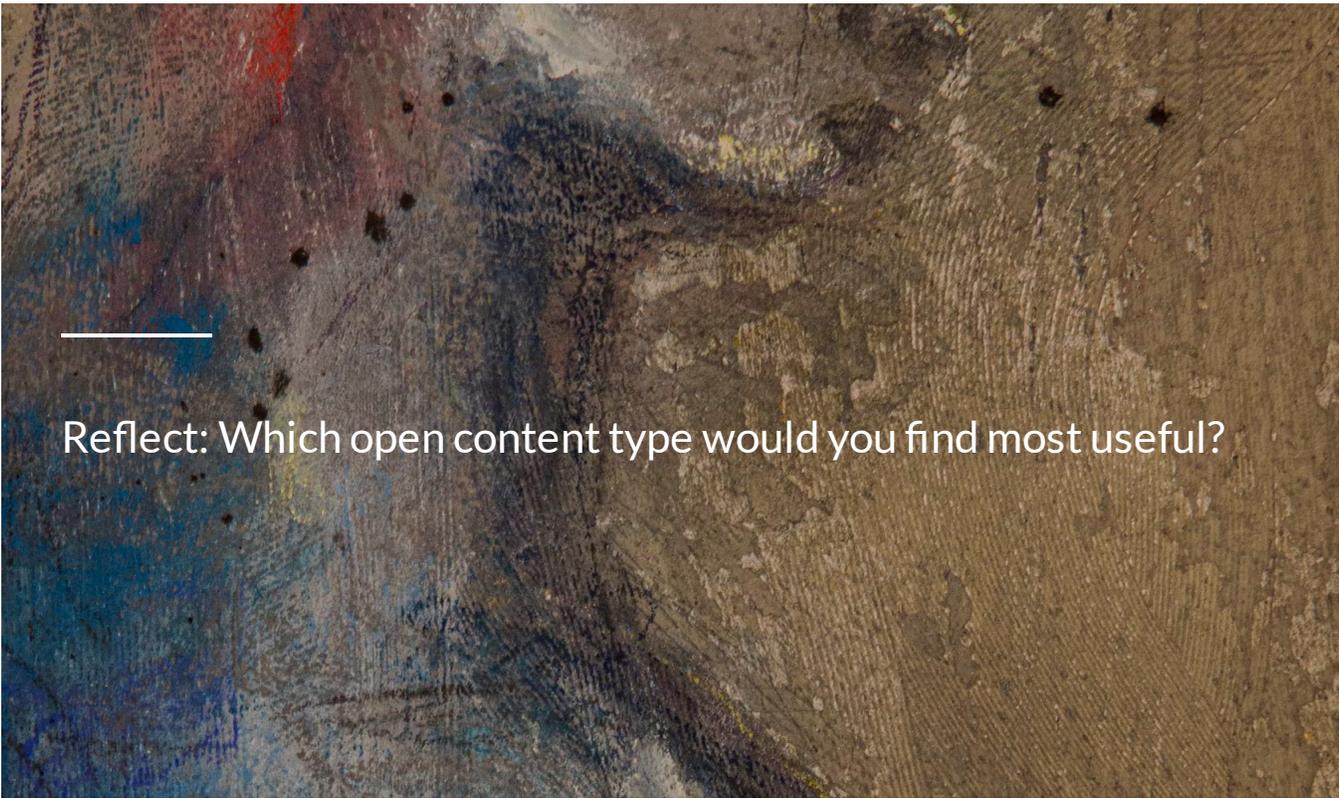
OPEN TEXTBOOK LIB...

Open Stax

Peer-reviewed. Openly licensed. 100% free. And backed by additional learning resources. Review our OpenStax textbooks and decide if they are right for your course. Simple to adopt, free to use. We make it easy to improve student access to higher education.

OPEN STAX

CONTINUE



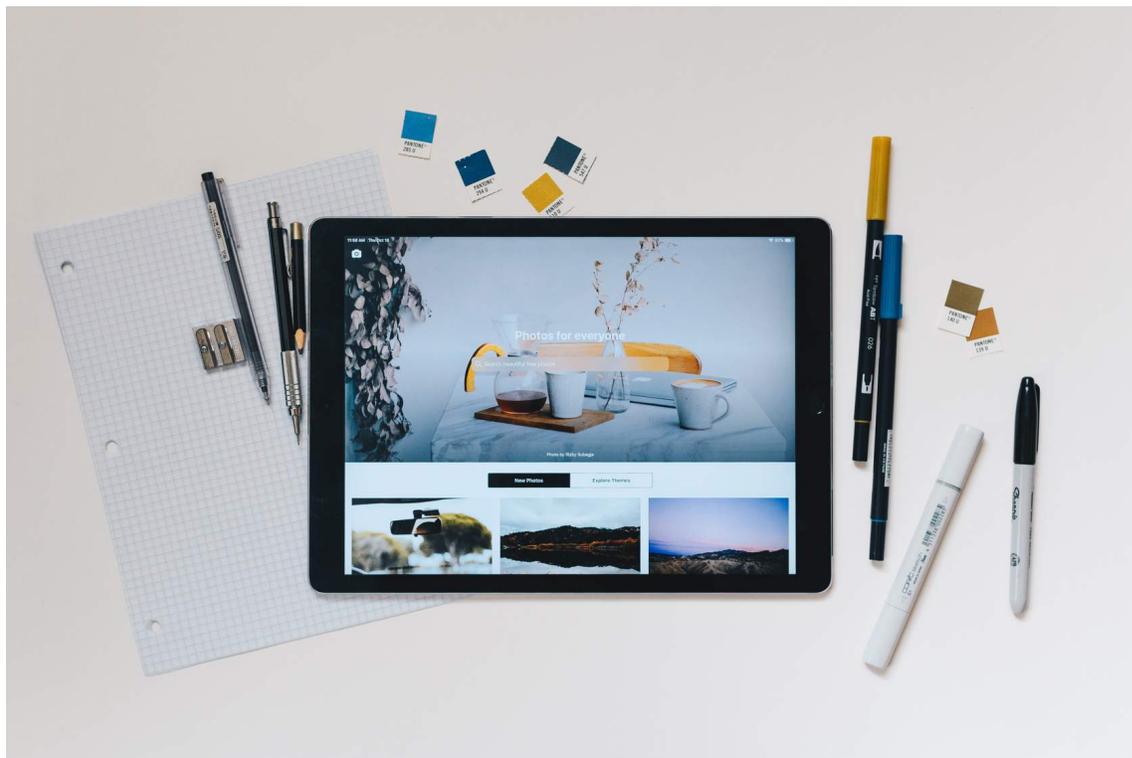
Reflect: Which open content type would you find most useful?

Photo: andryn2006 (CC BY-SA)

Reflect: Feedback

Good question and the answer... depends!

- **OCW:** These are mostly higher education courses but you can also find High School courses on many of the sites
- The vast majority of us, however, probably just want a graphic, video clip, or the definitions of specific terms to supplement what we are doing. Then, **OER** are much more useful, and manageable
- **MOOCs:** Because their content is generally not open, it makes sense using MOOCs when learning itself is the goal. These free courses are attractive to teachers looking for cost effective professional development options.



Summary, attribution and licence

Summary

To properly share we need to upload your new OER onto the internet. We have investigated two repositories that encourage teachers to do this. First we looked at **EdConnect Zimbabwe**, a global site but geared specifically to Zimbabwean teachers and the Zimbabwean curriculum, and **OER Commons**, a truly global platform with many visitors daily.

In both instances we encouraged you to upload only your best work so that they reflect positively on you. To help you do a review of your resource we provided you with some quality assurance criteria.

Finally we encouraged you to start looking for different types of Open Content, beyond OER: **Open Courseware (OCW)**, **Massive Open Online Courses (MOOCs)** and a specific sub-category of OER, **Open Textbooks**.

Attribution

The following open resources were adapted to create this tutorial.

1

BC OER. (2015). **Faculty Guide for Evaluating Open Education Resources**. Available online on BC Campus at <https://open.bccampus.ca/files/2014/07/Faculty-Guide-22-Apr-15.pdf>. (CC BY)

2

ISKME. (2013). **How to Create a Profile on OER Commons**. Available on YouTube at <https://youtu.be/7VuzLuPXMzo> (CC BY)



OER Africa. (2020). **Find Open Content**. Available online at <https://www.oerafrica.org/communication/find-open-content/index.html#/> (CC BY)

Licence

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