# 10 steps to creating a new course from OERs

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## Introduction

This is a 10 step guide to creating a new course from existing OERs.

Step 1

Start by identifying the learning outcomes you want the new course to develop. These learning outcomes will then guide your selection of courses, and parts of courses, to build your new course.

Step 2

It is advisable to provide some architecture or structure to the new course through the creation of themes or blocks. For example, a new course that addressed becoming a new manager might have three themes/blocks; stepping up to management, managing others, managing risk and performance. Similarly, a new course teaching undergraduate skills might have themes/blocks; reading and notetaking, essay and report writing, revision and examinations.

It is important to think about the journey learners are making through the new course and to make it as clear and manageable as possible

Step 3

Check the licences of the OER courses and other resources (audio, video, images, articles, blogs, vlogs) you want to use thoroughly in order to be sure you are using the materials in accordance with the intentions of their creators. Capture the details of the licences and include them in the acknowledgements.

Step 4

Curating a new course from parts of OERS can be made more streamlined by selecting the most useful parts of existing courses. Thus, the learner is taken to the most relevant part of the courses for reaching the new course learning outcomes rather than studying the whole course. This facilitates a streamlined and fast-tracked approach without diminishing the knowledge and skills development.

Step 5

A study guide will need to be written to give the learner some orientation to the parts of the courses they will be studying so that they can move smoothly between them. Learners will have to navigate different approaches, styles, expectations in the different courses’ content so the new course study guide needs to offer them support.

Step 6

Learners need to be alerted to the fact that the numbering of the parts of courses learners’ study may well not make much sense and the text may refer to activities and material that the learners haven’t studied. But this should not be a problem if learners are warned. This is because the new course is taking them on a different journey to that of the individual courses.

Step 7

Learners need to be aware that the parts of courses they study in the new course often include activities. They should be encouraged to engage with these activities as they will help them develop the knowledge and skills for that part of the course.

Step 8

Quizzes enable learners to test their understanding of the teaching. They should use a variety of quiz formats, such as matching (e.g. concepts with explanations), ordering (putting steps in the correct order) and multiple choice questions. Creative use of question formats will keep learners’ interest and widen accessibility. Quiz questions should focus on the most important learning from the teaching, not obscure facts.

Step 9

Selecting an appropriate image can build course branding and help learners identify with the teaching, This can be an OER image which can appear on the landing page and as a thumbnail at other key points in the teaching. Free images can be sourced from the following websites. Please note that the creative commons licences may vary so double check you are using the image in accordance with the permissions granted.

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| --- | --- |
| Supplier | Licence/usage information |
| Flickr (Creative Commons)<https://www.flickr.com/creativecommons/> | Use advanced search for images covered under Creative Commons as not all images on Flickr are covered by CC |
| http://www.freepik.com | Vector images and images that can be used with acknowledgement |
| Imagebase<http://imagebase.net/> | Images that can be used with acknowledgement |
| Pixabay<https://pixabay.com/> | Images free to use with acknowledgement of photographer and Pixabay |

Step 10

Pilot the new course with a small group of students or the intended audience to ensure it is navigable, that all the materials are accessible and support learning, and that the quizzes evaluate whether the learner has met the learning outcomes.

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