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# **TIDE Open Educational Resource (OER) Development Activity Phase 1**

# Overview

The TIDE Open Educational Resource (OER) Development Activity was an extended component of the TIDE programme that involved all academics and support staff participants working together in teams over two years. It made a significant contribution towards achievement of the TIDE objective to:

* Co-develop up to 400 learning hours of open educational resources with participants and which can be used to strengthen existing courses delivered by participating universities.

(OER are educational resources for self-study by students. They have an open licence applied to them which means you can use, re-use, remix or adapt them for your own teaching, depending on the actual licence used.)

The OER Development Activity had four phases; these were sub-activities that worked on over two years in university teams consisting of two or three academics plus one or two support staff.

The four phases of the OER Development Activity are shown below. The intended schedule was based on the dates of the Residential Schools in May and November and build upon work done at the preceding residential school. In this case it builds on the two joint sessions on Putting the Teacher in the Text and you may want to review what was covered in these before starting this activity.

|  |  |  |
| --- | --- | --- |
| **Phase** | **Team activity** | **Schedule** |
| 1 | Evaluate examples of two existing OERs (in the form of an online environmental courses) | Before 2nd RS |
| 2 | Do learning design activities on an existing OER chosen from a list of online environmental courses | Before 3rd RS |
| 3 | Version or adapt an existing OER chosen from a list of online environmental courses | Before 4th RS |
| 4 | Create a new OER from a combination of materials including other OERs (this may not apply to all teams) | After 4th RS |

# The Phase 1 activity: Evaluate examples of existing OERs

The aim of this first phase is for you, in your team (of two or three academics and one or two support staff), to collectively evaluate two OERs using a checklist and then to consider how you might use these OERs, or parts of them, in your own university.

With TIDE’s focus on distance education, the OERs that have been selected for Phase 1 come from The Open University (OU) and are found on its OpenLearn website. OpenLearn is the OU’s own platform for publishing OERs. Many of the free courses on OpenLearn are extracts from the undergraduate and postgraduate modules that are studied by the OU’s own distance education students. The original module materials may have originally been designed for study in print form or in online form.

## Learning outcomes

After completing Phase 1 activity and assignment you should be able to:

* Use the checklist provided to evaluate the relevant academic, pedagogic and technical aspects of an open educational resource
* Assess an open educational resource and decide whether it could be used by students in your university.

## The activity

The activity we want you to undertake in your team is to review and evaluate two OERs from OpenLearn. These two free courses and the links to them are:

* ‘Water and human health’  
  (<https://www.open.edu/openlearn/science-maths-technology/biology/water-and-human-health/content-section-0?active-tab=description-tab>)
* ‘Managing coastal environments’   
  (<https://www.open.edu/openlearn/nature-environment/the-environment/environmental-science/managing-coastal-environments/content-section-0?active-tab=description-tab>)

As well as looking at these courses online it is possible to download a word, pdf or other format version from the course contents page. This is something that support staff have been shown how to do.

You may personally wish to study these courses as if you were a student, particularly if the subject content is unfamiliar to you, but what we specifically want you to do is review and evaluate them as a teacher or as someone supporting students and teachers.

How you, as a team, organise roles and responsibilities within your team is for you to decide. However, we do expect you, as a team, to complete an OER quality checklist for each course. A copy of the OER quality checklist is attached as Annex 1.

The second part of the activity is to assess whether and how these two courses might be used with your own students. For instance, what subject content, pedagogical or technical modifications would be needed to make that possible. There is a template for this part of the activity in Annex 2.

## The assignment

After you have completed the activity, we would like you, as a team, to submit four documents, two for each course. These documents should be your combined team responses. Each document will need to have the name of your team on it.

For each of the two courses, the first document required is a completed quality checklist, based on the template in Annex 1.

The template lists the attributes that you might want to consider when evaluating OERs for re-use. It is for you as a team to interpret what you see as important for each attribute of the OER and to add comments and provide a score. Your team may want to add other attributes so you can add more rows to the template if you wish. The questions under each attribute are there to help you decide what to think about. In the ‘Score’ column, include a number from 1 to 5 to indicate your overall assessment of the quality for that attribute, where 1 is low quality for that attribute and 5 is high for the attribute.

The second document (1 or 2 pages) should set out your team’s responses to the following:

* Could the course as it stands be used by students in your university?
* If yes, how could it be used in your university’s teaching?
* If not, explain why your team thinks the course is not appropriate in its current form.

There is a template for this second document in Annex 2.

Remember you need to complete both documents for both courses.

Feedback on these documents will be given to your team at the 2nd residential school in the ROERD1 activity. This feedback will suggest issues that you need to think about further as you move on to the later phases of the OER Development Activity.

## Annex 1 Quality Checklist for Educational Resource Authors and Support Staff

Use the questions on the next page to help you think about the educational materials you are reviewing and when adding your comments to the table below (expand the boxes as necessary).

**Your team name:**

**Course: Managing coastal environments/Water and human health (delete as applicable)**

|  |  |  |
| --- | --- | --- |
| **Attribute** | **Comments** | **Score** |
| Title |  |  |
| Introduction |  |  |
| Learning Outcomes |  |  |
| Text devices |  |  |
| Self-Assessment Questions |  |  |
| References |  |  |
| Copyright |  |  |
| Technical functionality |  |  |

**TITLE OF THE ONLINE COURSE:**

* Is it focussed correctly? Does it fairly represent *everything* taught in this Online course?
* Is it clear and understandable by students? (no difficult words they don’t know yet)

**INTRODUCTION TO THE ONLINE COURSE:**

* Is it written in a welcoming conversational style, addressing the student as ‘you’? “In this Online course you will learn about ...etc.”
* Does it briefly introduce *everything* that is in the Online course?
* Does it comment briefly on why it is important to know about these topics?

**LEARNING OUTCOMES:**

* Are they written in clear language that tells students what they should be able to *do* in order to demonstrate that the Learning Outcomes have been achieved?
* Can these Learning Outcomes realistically be *achieved* by studying what is taught in the Online course?
* Are the Learning Outcomes in the same order (sequence) as the topics are taught in the Online course?

**INTERACTION WITH STUDENTS VIA TEXT DEVICES:**

* Are there *in-text questions* (ITQs) with answers following immediately after? Do the answers seem realistic (i.e. could an average student genuinely write that answer?)
* Are *diagrams* used appropriately to help understanding? Are the diagrams too complex? Do they have too many labels, or too few?
* Are there *photos* to illustrate the online course?
* Is every *figure* (diagram, photo etc.) numbered, with a caption, with its source?
* Are *boxes* used appropriately, e.g. to make definitions or key points ‘stand out’ on the page? Does each Box have a number and a title?
* Are there *examples* or *case studies* (real life stories of a person/project) in this online course?

**SELF-ASSESSMENT QUESTIONS (SAQs):**

* Are there achievable *Self-Assessment Questions* (SAQs)? SAQs test each Learning Outcome (LO), but an SAQ may test several LOs at the same time.
* Have they included the *answers* to the SAQs at the end of the online course?

**REFERENCES:**

* Have they included *citations* in the text at all places where you have made use of a source of information?
* Are all your sources of information listed at the end of the online course in a list of *References*?

**COPYRIGHT:**

* Are rights fully documented (Creative Commons or full copyright with source)? Is it OK to reuse it? Are there any conditions on reuse?

**STANDARD OF TECHNICAL PRODUCTION:**

* Can I view the online course on different browsers/platforms? Do the audiovisual or interactive elements work properly?
* Is it easy to navigate around the different sections of the online course?
* Is it accessible for users with disabilities and does it conform to accessibility guidance?

## Annex 2 Potential re-use of Open Educational Resources in your university

**Your team name:**

**Course:** Managing coastal environments/Water and human health **(delete as applicable)**

|  |
| --- |
| Could the course as it stands be used by students in your university? |
| If yes, how could it be used in your university’s teaching? |
| If not, explain why your team thinks the course is not appropriate in its current form. |