## Tutor Notes for Reviewing OER Quality Checklist activity (ROQC)

This is the first of three educational practice activities where participants from the 2019 cohort are in mixed groups of academic and support staff. You will have the same group of participants for all three activities which take place consecutively in Session 4 on Tuesday, Wednesday and Thursday.

Your group will have five to seven teams of three or four people, so approx. 25 people per group. Most teams consist of two academics and one or two support staff.

### Today’s activity

This activity relates to the pre-residential school activity (OER Development Activity 2019 cohort Phase 1) that participants have done in their teams, as described in Annex 1. Each team should have submitted completed checklists and their thoughts on potential re-use that have then had some feedback comments added to them.

The following is what is shown in the first two slides for this activity:

### Learning outcome

After completing this activity you will understand the different aspects of quality that can influence the use of OERs.

### Description of activity

Today’s activity follows on from the OER Development Activity you have already done in your teams. It is based on your OER quality checklists and your thoughts on potential re-use for the two online courses, *Managing coastal environments* and *Water and human health*.

1. Brief report from each team about the activity: How did you work together in your team? Did you have any problems? Was it easy/difficult?
2. Review the written feedback with your own team. What is your response to the feedback?
3. Get together with one of the teams from the other university. Share your checklists, thoughts on re-use and written feedback with them.

Consider the following questions:

* Are your checklists similar or different?
* Do the two teams agree whether these courses could be re-used or not?
* How could you improve the quality checklist to make it more useful for you?
* Are there any additional criteria you would add? Or changes to the questions?

1. Based on your discussions, write down the key points to consider when evaluating OER for possible re-use.
2. Plenary discussion of the key points from the three joint teams and review of the key features of evaluating the quality of educational resources.

### Your role as tutor

Firstly, before the start of the activity, collect the documents with feedback comments for each of the teams in your group from the office. There are 4 documents for each team: two checklists and two potential re-use statements, based on the templates in Annex 1 and 2 of the OER Development Activity instructions.

At the start, check that everyone is sitting with their own university team and that you know which team is which.

Then introduce the activity, reminding them what the learning outcome is (slide 2) and explaining the different steps for this activity (slide 3). Then work through the following steps. Timings below are approximate; they add up to between 50 and 70 minutes for the whole activity.

Step 1: [10 minutes] Invite a spokesperson from each team to describe the process they used for the OER Development Activity. The questions on the slide should prompt some ideas but are only suggestions. (There won’t be any record of this discussion but it would be interesting to know if there were problems so we can take this into account for possible similar activities in future so please report back if any significant issues arise.)

Step 2: [10-15 minutes] Hand out the feedback comments on checklists and thoughts on re-use to the appropriate teams for them to read and digest. There should be at least 2 copies of each of the 4 documents for each team.

Step 3: [10-15 minutes] When they have had enough time to study and discuss the feedback within their individual teams, you should then ask them to organise into three pairs of teams from different universities so they can discuss their respective checklists and thoughts on re-use, and the feedback received. Use the questions on the slide as prompts for their discussion; the first two questions are about sharing between the two teams, the second two questions then lead into Step 4.

Step 4: [10-15 minutes] Following on from this discussion, ask the three joint teams to write down the key points to consider when evaluating OER for possible re-use, either on post-it notes that you could add to a flipchart or directly on to a flipchart. If you want to, you can do the writing from their spoken comments.

Step 5: [10-15 minutes] When all comments are exhausted, summarise what seem to be the main points before going on to the final slide which is our pre-prepared list of key points.

Please keep the flipcharts and return to the office for later analysis and synthesis.

At the end, please remind participants to bring their checklists etc. to following Session 4s on Wednesday and especially Thursday’s session.

Copy of final slide:

### Points to consider when evaluating OER

The quality of educational resources is usually determined using the following criteria:

* Fitness for purpose e.g. Does the title and do the learning outcomes and level of study match the content that you would want your students to study?
* Pedagogical practices e.g. Are the text devices and self-assessment questions appropriate, complete and accurate for covering the learning outcomes?
* Relevance e.g. Are the examples and case studies relevant and understandable to your students?
* Currency e.g. Is the OER up-to-date with recent references to reliable sources?
* Standard of technical production e.g. Is the quality of the images, audio tracks etc. good enough for students to learn from?
* Accessibility e.g. Will the format of the material be inaccessible or unusable to some or all of your students?
* Permission e.g. Do I have permission to re-use the OER? What acknowledgments need to be included to comply with copyright conditions?

# Annex 1

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**TIDE Open Educational Resource (OER) Development Activity for the 2019 cohort of universities**

Overview

The TIDE Open Educational Resource (OER) Development Activity is an extended component of the TIDE programme that involves all academics and support staff participants working together in teams over two years. It will make 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 has four phases; these are sub-activities that you will be working on over the next two years. You will be working in a team from your own university consisting of two or three academics plus one or two support staff.

The four phases of the OER Development Activity for the 2019 cohort of universities are shown below. The intended schedule is based on the dates of the Residential Schools in May and November and build upon work you have done at the preceding residential school. In this case you will in particular be building 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) | during October 2019 |
| 2 | Do learning design activities on an existing OER chosen from a list of online environmental courses | before May 2020 |
| 3 | Version or adapt an existing OER chosen from a list of online environmental courses | before November 2020 |
| 4 | Create a new OER from a combination of materials including other OERs (this may not apply to all teams) | after November 2020 |

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

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 November residential school. 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.

Further advice

We intend to run a webinar in early-October about this activity and assignment. This will be your opportunity to ask questions about it, seek clarification and resolve any problems

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. |