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و ضمان الجودة
ACCREDITATION & QUALITY ASSURANCE CENTER

Jordan University



Open Educational Resources(OER) February ,22nd 2017



Dr. Khalaf Hajim Al Tell
Ministry of Manpower-Oman
Technological Education
dr.khalaf.oman@hotmail.com
Khalaf.hajem@manpower.gov.om



Agenda



Session	Topics	Time
One	1-The Open Educational Resources Movement 2-Open Licenses : The Creative Commons	9:00-10:30
Break		10:30-11:00
Two	1-Open Courseware 2-Open Simulation 3-Open Textbooks 4-Open Access	11:00-12:30
Break	Lunch	12:30-1:30
Three	1-OER Policy? 2-Evidence Impact 3-OER Platforms 4-OER Repositories 5-Implementation /Open Educational Practices	1:30-4:00
	Please Ask at Any Time	



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1

OPEN EDUCATIONAL RESOURCES (OER) Movement



OPEN EDUCATIONAL RESOURCES (OER)

The most visible impact of the Internet on education to date has been the Open Educational Resources movement (OER)

Minds on Fire: Open Education, the Long Tail, and Learning 2.0
by [John Seely Brown](#) and [Richard P. Adler](#)

knowledge is a public good





The Big Bang of OER: MIT Open Courseware

In **2001**, the Massachusetts Institute of Technology (**MIT**), in an unprecedented move, announced the release of nearly all its courses on the internet for free access.

OCW

As the number of institutions offering free or open courseware increased, **UNESCO** organized the [1st Global OER Forum in 2002](#) where the term Open Educational Resources (OER) was first adopted to describe OERs as:

“teaching, learning and research 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.”

OER
2002



Creative Commons



OER Khalaf by Khalaf AlTell is licensed under a [Creative Commons Attribution 4.0 International License](#).

Q9 : What are Open Educational Resources ?



Any kind of teaching materials, textbooks, syllabi, lesson plans, videos, exams assignments, lecture notes.....



Are free (garneted by an **Open license**) to anyone to access and,



Include free permission to engage in the **5R** activities



Include digital tools to engage, deliver, facilitate , license and manage OER.

**Open is a scale from OPEN to OPEN.
Identified from the open license**



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5Rs: The Powerful Rights of “Open” In OER

Retain

Make, own, and control your own copy of the content

Revise

Adapt, adjust, modify, improve, or alter the content

Redistribute

Share your copies of the original content, revision, or remix's with others

Remix

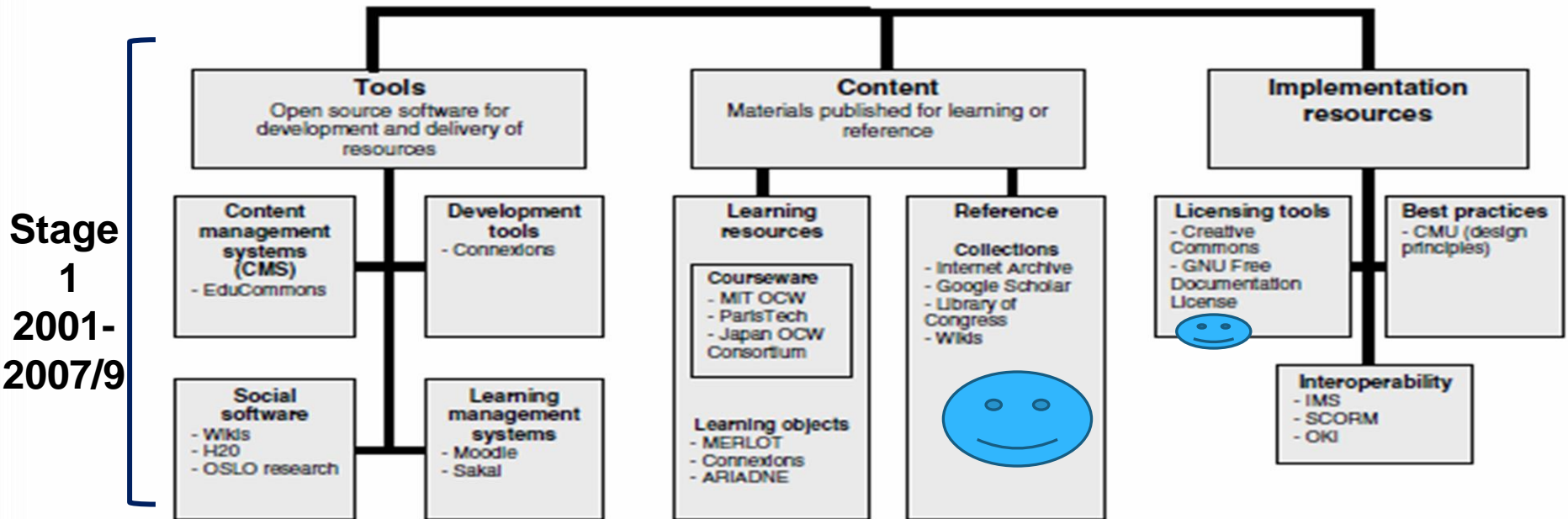
Combine the original or revised content with other OER to create something new

Reuse

Use the content in its unaltered form

Conceptual Map

Figure 2.1. Open educational resources: a conceptual map



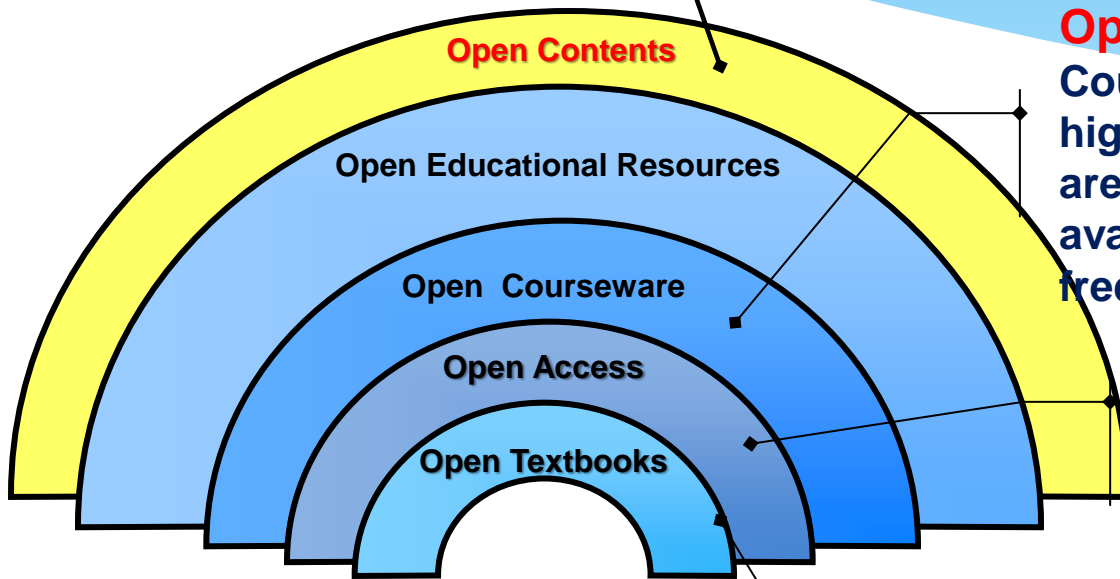
Source: Margulies, 2005.





OER Content

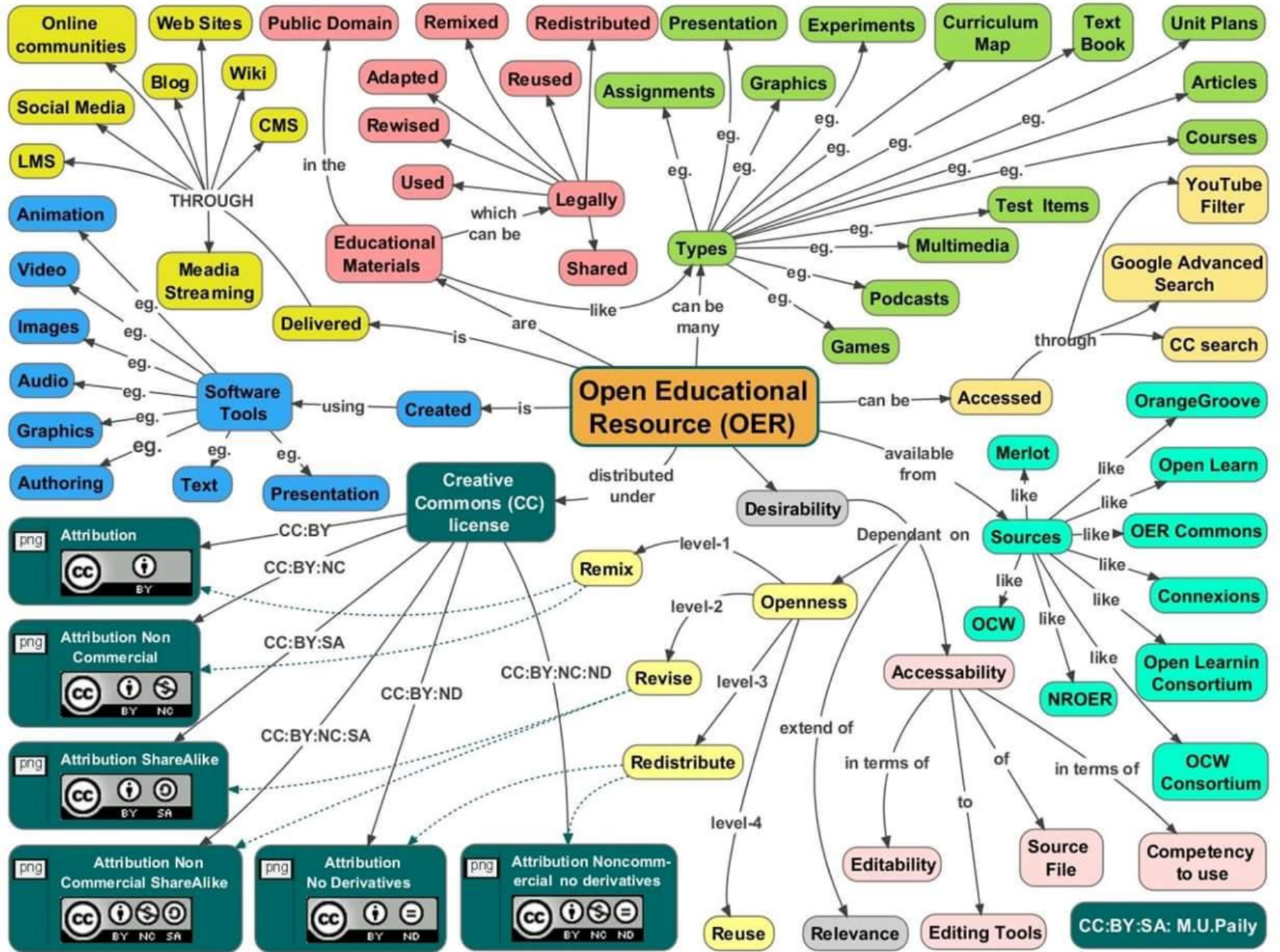
Open Content



Open Course Ware (OCW): Open Course Ware is the digital publication of high quality educational materials that are freely and openly licensed, and are available online to anyone, anytime. They frequently include course planning and

Open Access (OA) means that items of scholarly work are made available online, in a digital format, at no charge to the reader and with limited restrictions on re-use.

OER Textbooks: The rapid rise in the cost of textbooks, combined with the high demand for affordable alternatives, has led to the emergence of new open publishing efforts for textbooks and other OER



OER World Map



Mail - khalif x what is a re x Content Bu x Resources x OER Comp x M Team-Base x OER World x Khalaf

https://oerworldmap.org

OER WORLD MAP Contribute FAQ About Join us in mapping the world of OER! Login

Search the map ...

Country

Country	OER Count
United States	58
United Kingdom	68
Germany	215
Canada	21
France	42
Italy	18
Spain	25
India	8
China	4
Japan	66
Australia	2
Other countries	2, 3, 4, 6, 8, 10, 12, 15, 16, 21, 24, 31, 32

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6:36 AM 10/25/2016



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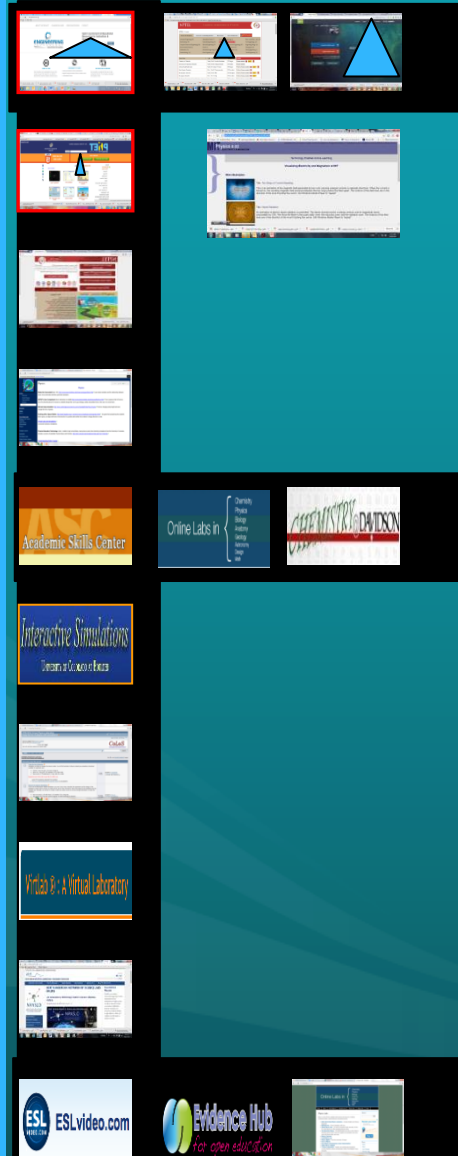
Selected Examples

Open Access
Repositories,
Portals,
libraries...

Open Courseware

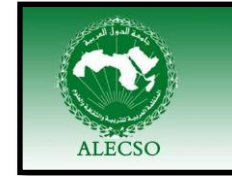
Open Videos Lectures, simulation, animation

Open Text book



Examples of Institutions Promoting OER

- ❖ UNESCO
- ❖ Commonwealth of Learning COL
- ❖ ALESCO
- ❖ The William and Flora Hewlett Foundation
- ❖ Ford Foundation Vancouver Foundation, and Wikimedia Foundation
- ❖ Shuttleworth Foundation
- ❖ Gates Foundation
- ❖ World Bank
- ❖ World governments



Commonwealth of Learning COL



WIKIMEDIA FOUNDATION



FORD FOUNDATION



SHUTTLEWORTH FOUNDATION



Gates Foundation

grants of approximately \$1.9 billion in 2015



OER VS MOOCs



Characteristics	OER	MOOCs
Use of term “open”.	Free to access and reuse, revise, remix , redistribute and retain	Free to access and use
Form of resource	Not an entity	Full courses
Audience	Focused on teachers and students	learners
Education Type	Formal education Main stream	Non formal
Technology	Catalyst for innovation	Disruptive technology

OER = MOOCs if:

- OER is a full course
- A MOOC has an open license

Open Data =OER if:

- Used as an educational resource in a learning setting



Misconception of : OER in The Arab World



تطور وسائل التعليم من
خلال المصادر التعليمية
المفتوحة



Open Education Week in
the Arab World أسبوع التعليم
المفتوح في العالم العربي

Corrections



Open Education
Week in the Arab
World 2



The term 'OER' is not synonymous with online learning, eLearning or mobile learning. Many OER — while shareable in a digital format — are also printable.

Challenges Facing Education

How Do We Teach

Pedagogy:

1-Teacher Centered

2-Traditional “Textbooks”

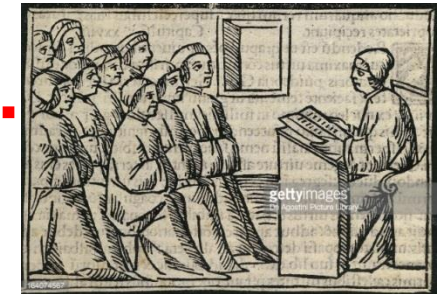
3-Limited use of Multimedia Enhancements

Delivery Tools

4- Minimum use of Technology

5- Minimum Collaboration with ..

6-Etc.....



TRANSFORMATION

Educators
Teacher/Lecturer



Student **Classroom**



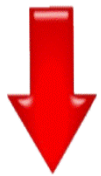
Teacher
Centered



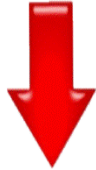
Closed



Analog



Facilitator



Learner



Virtual Space



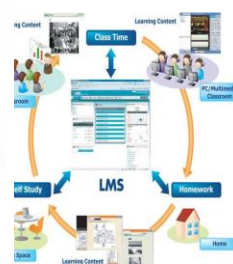
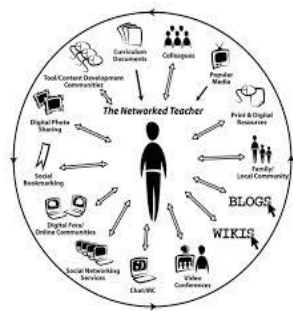
Student
Centered



Open



Digital



COMPONENTS OF A

21st Century Classroom

Technology is undeniably changing the face of education, and it's easy to see the impact already. Imagine what classrooms will be like in 20 years with the speed of technological innovation. Learn more about some of the key advancements in the 21st century classroom.



of teachers have computers in their classroom...



...but just **1 in 5** feel their classrooms have the right level of technology

INCREASING THE PRESENCE OF THE FOLLOWING TECHNOLOGIES COULD CHANGE THAT RATIO DRASTICALLY

Learning Analytics

Help teachers assess top concerns and achievements related to their students



Registration for the Learning Analytics and Knowledge conference doubled between 2011 and 2012



One system claims to predict whether a student's likelihood of sufficient course completion with about 70% accuracy, highlighting risk factors for individual students



Top 3 Reasons for Teachers to Use Technology in the Classroom



Adapt to diverse learning styles



Boost student motivation



Enhance the material being taught



Over 51%

of colleges cited wireless upgrades as their tech priority in 2011-12 given the 60% increase in mobile devices on campus in the previous year

Integration of Social Networks

Engaging students with a free tool they already use can help them learn in new ways, gain focus and increase participation



One social media pilot program assisted in a class' 50% rise in grades



4 in 10 students believe integrating social networks into the classroom would benefit their education

Open Source Textbooks

In the next decade, open source textbooks are expected to grow to 25% of the textbook market



By 2013, e-textbooks may comprise



of textbook revenue

6 in 10

students have used a digital textbook - just 4 in 10 had in 2011 -

81% of teachers believe tablets enrich classroom learning

86% of students believe they study more efficiently with tablets

1 in 5 students have used a mobile app to keep their coursework organized

29% of teachers use social media for coursework, compared to now 80% of college professors

59% of students would like to use their own mobile devices to enhance learning

Real World Education

Project-based learning (PBL) teaches concepts, but also organization, articulation, project management and collaboration



Integrating life skills into education can improve student engagement and retention and prepare them for 21st century careers



Online Courses



Almost a third of all college students take at least one online course

Online enrollments saw 21% growth while overall higher education student population only saw 2% growth



Over 65% of education institutions count online learning as critical for long-term educational success

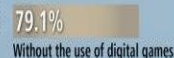


Games and Gamification



of teachers have used online games in the classroom

In one study, games raised average test scores:



Sources: <http://www.pisa.org/about/news/archive/2012/teacher-survey-facts> • http://www.pearsoned.com/downloads/PDF_Tablet_Survey_Summary_2012.pdf • <http://www.nytimes.com/2011/11/24/us/education/schoolwork-gets-swung-up-in-rush-to-go-digital.html?pagewanted=all> • <http://techcrunch.com/2012/02/14/flipper-says-textbooks/> • <http://www.pewres.com/research/2011/08/pewres870680.html> • http://pearsonfoundation.org/downloads/PDF_Tablet_Survey_Summary.pdf • <http://edtechdigest.wordpress.com/2011/10/18/trends-survey-says-wireless-networks-expand-for-mobile-growth/> • http://patriciadunbar.com/storage/blunt_game_studies.pdf • http://isaac.competition.org/publications/survey/03_distance_2011 • <http://findable.com/2010/09/23/social-media-in-school/> • <http://www.babson.edu/cademics/center/blank-center/global-research/Pages/blabson-survey-research-group.aspx> • http://www.ontario.gov/opeak/pdfs/5011_PersonalizedLearning_Students.pdf • <http://www.scholastic.com/scholastic/jsp/ids/375748> • http://theedtechcenter.com/news/article_083705d-4c10-11e1-8269-0017e3cbe.html • http://www.bie.org/research/study/experimental_study_of_big_project_based_economics_units • <http://isaacresearch.org/open-earning-analytics.pdf> • http://learninganalytics.net/LAK_12_note_Siemens.pdf



Staff Challenge

Digital Immigrant



Digital Natives



The single largest problem facing the digital world as our Digital Immigrant instructors are struggling to teach a population that speaks an entirely new language. Therefore it is critical to understand their needs and learning styles and customize instructions to them.

Digital Native Learners



Prefer receiving information quickly from multiple multimedia sources.

Prefer parallel processing and multitasking.

Prefer processing pictures, sounds and video before text.

Prefer random access to hyperlinked multimedia information.

Prefer to interact/network simultaneously with many others.

Prefer to learn "just-in-time."

Prefer instant gratification and instant rewards.

Prefer learning that is relevant, instantly useful and fun.

Digital Immigrant Teachers



Prefer slow and controlled release of information from limited sources.

Prefer singular processing and single or limited tasking.

Prefer to provide text before pictures, sounds and video.

Prefer to provide information linearly, logically and sequentially.

Prefer students to work independently rather than network and interact.

Prefer to teach "just-in-case" (it's on the exam).

Prefer deferred gratification and deferred rewards.

Prefer to teach to the curriculum guide and standardized tests.

The Digital Native



هاشم : سنه

عمر : ثلاثة سنوات



Nero MediaHome Viewer



EN



9:18 AM
10/26/2016

Objective of OER

“Using ICT and utilizing OER to transform teaching at the university from teacher centered to student learning centered”



Time : 9:30 ?



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Creative Commons Licenses

2

1. Magic of Digitization
2. IP
3. Creative Commons
4. Licenses

Intellectual Property Rights protect the fruits of the human mind. They are property rights which means they behave like property. You can rent Intellectual Property Rights, we refer to it as **licensing**. You can own Intellectual Property Rights. You can buy, you can sell and you can share them.

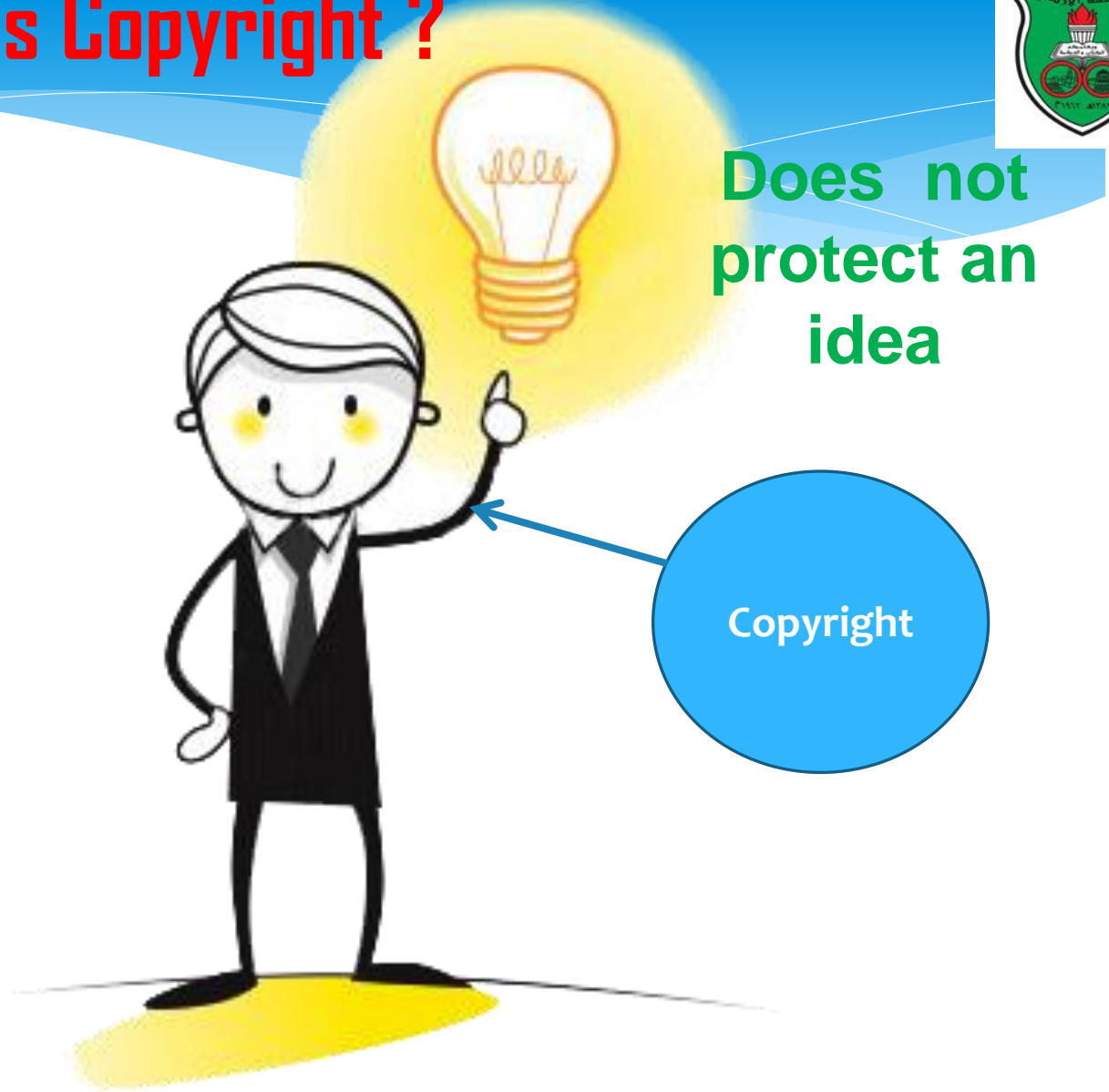
Intellectual Property Rights (IPR)

Registration

- **Copyright** – *automatic right protecting creative works*
- **Patents*** – registration required for innovative ideas
- **Trademarks*** – registration required for signs/symbols
distinguishing specific product or service
- **Registered Designs*** – registration protecting specific designs
- **Databases** - collection of independent works, data and other material arranged in a systematic/methodical way or accessible by electronic or other means ?

What Is Copyright ?

- It protects the physical manifestation of an idea.
- Something you see touch or hear.
- Must be original and show skill and judgment



Understanding copyright

- * Copyright is a type of intellectual property which grants the owner of the copyright exclusive rights to control how their work is used, reproduced and credited.
- * **Works acquire copyright automatically, without the need to register the work.** Copyright is granted to new works when they are recorded in a material form, such as being written down or saved on a computer.
- * **Copyright lasts for** the lifetime of the creator, plus usually an additional few decades following their death, depending on the type of work.



COPYRIGHT



In the digital environment – the Internet world – an enormous amount of the material we wish to access will be subject to copyright law



Copyright law provides that you cannot reproduce/copy or communicate/transmit to the public copyright material (literary, dramatic, musical and artistic works, films and sound recordings) without the permission of the copyright owner

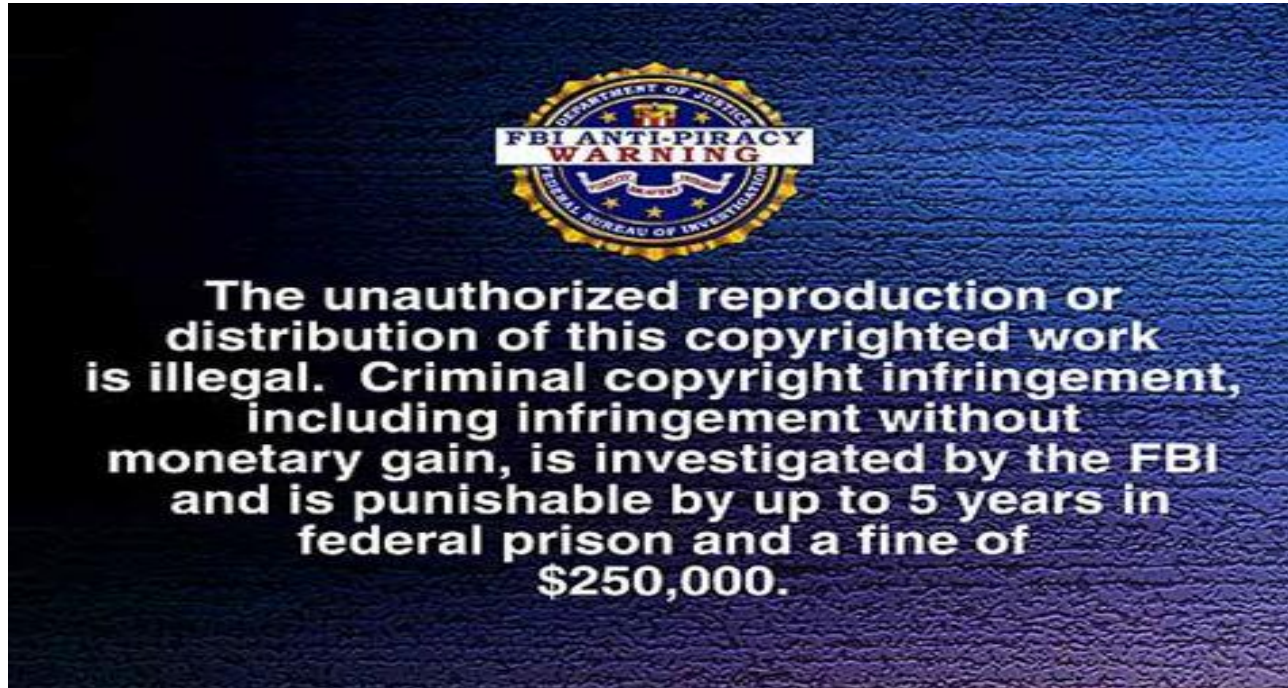
In most countries, copyright is automatic; creators do not need to register or even mark their work with the ©



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COPYRIGHT INFRINGEMENTS



One Case of Infringements 3 Publishers of commercial Textbooks (CAMBRIDGE UNIVERSITY PRESS, OXFORD UNIVERSITY PRESS, INC., SAGE PUBLICATIONS, INC) Sued Georgia State University For using excerpts from digital textbooks for their students

The university payed to the publishers totaling \$4,722,686.24 in FY 2009 and \$5,165,445.10 in FY 2010,



Educational Resources Available on the Internet

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BY RESOURCE

- * Whole courses
- * Lecture notes
- * Presentation slides
- * Lecture hand-outs
- * Lecture recordings
- * Assignments
- * Tests or Exams
- * Reading lists
- * Images
- * Videos
- * Simulations
- * Text books
- * Students' work
- * etc.

BY SUBJECT

Science
Engineering
Art
Mathematic
Computer Science
Physics
Humanities
Economy
Human Resource
Etc.



Before 2002



Monopoly of Giant



PD

HUMAN
KNOWLEDGE
IS DIGITIZED

HUMANS ARE
CONNECTED

Digitization of information in all media, combined with its increasingly widespread access, has introduced significant challenges regarding how to deal with issues of intellectual property such as copyright.



The Magic of Digitization

Physical World Internet World

- The Cost of a Copy
- The Distribution
- Economy of Scarcity
- Value of Things
- The Openness Movement

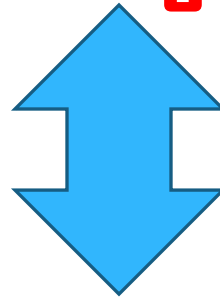
<p>Rivalrous</p> <p>Consumption by one consumer prevents simultaneous consumption by other consumers</p> 	<p>Non-rivalrous</p> <p>May be consumed by one consumer without preventing simultaneous consumption by others</p> <p>All digital goods are non-rivalrous</p> <p>The Giving of Things Sharing</p>
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Conflicting Issue



The Problem of Rights on the internet



**Copy right forbids what technology
allows**



Solution is the open license?

- * Open content, including Open Educational Resources (OER), can be described as legally free. This legal freedom is expressed through a license — called an open license — through which the copyright holder grants permission to use, access and re-distribute work with few restrictions.
- * For example, a set of lesson plans made available under a Creative Commons open license on a website means that anybody is free to view, print and share the work. The majority of Creative Commons licenses also provide permission to adapt and change the work, and share your adapted content online or in print.

Creative Commons licenses

Learning to (Re)Use Open Educational Resources

Creative Commons was established in 2001, as a nonprofit organization that works to increase the amount of creativity (cultural, educational, and scientific content) in the body of the work that is available to the public for free and legal sharing, use repurposing, and remixing.

Share, Remix Means that the user can change the work, modify it and build upon it, Reuse — Legally

- **Enable legal sharing**
- **Provide the way to control intellectual property**
- **Maximize benefits of OER**



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Video in Arabic

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Lawrence Lessig
2002



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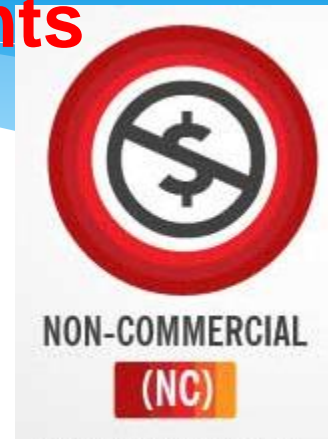
ATTRIBUTION

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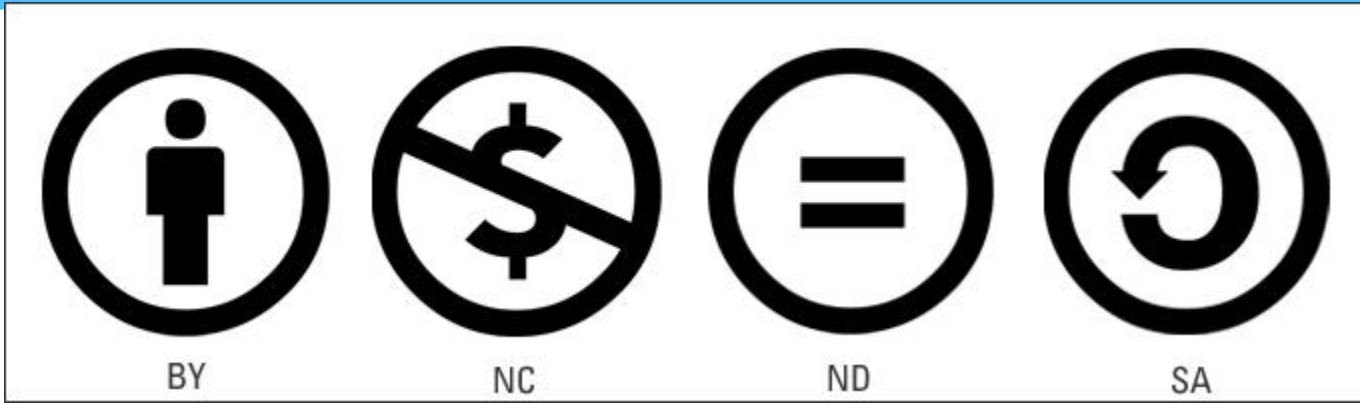
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Education Resources On The Internet After Creative Commons 2002



PD



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Six Standards Licenses

The Licenses



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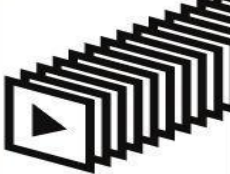
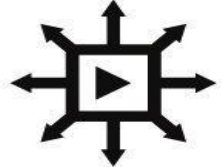
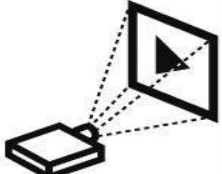


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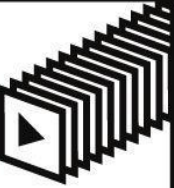

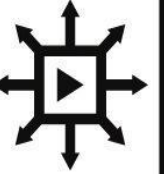
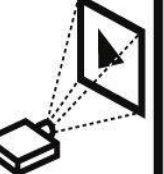

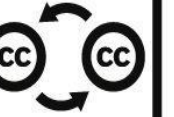

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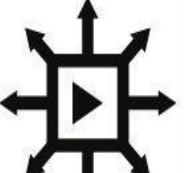
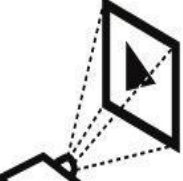
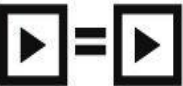


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<p>This work is available for free to:</p>	 <p>copy</p>	 <p>redistribute and share</p>	 <p>show and transmit</p>	 <p>You cannot transform or build upon this work</p>	 <p>You may not use it for commercial purposes</p>	 <p>You must attribute the original work and author</p>



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& ADAPT



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	COPY & PUBLISH	ATTRIBUTION REQUIRED	COMMERCIAL USE	MODIFY & ADAPT	CHANGE LICENSE
PUBLIC DOMAIN	✓	✗	✓	✓	✓
CC BY	✓	✓	✓	✓	✓
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You can redistribute
(copy, publish, display,
communicate, etc.)



You have to attribute
the original work



You can use the work
commercially



You can modify and
adapt the original work



You can choose license
type for your adaptations
of the work.







OER: Degrees of openness



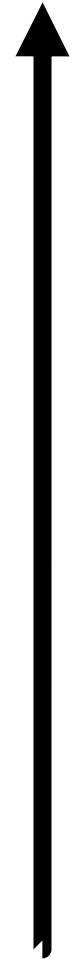
Customise (e.g. translate, add local content)

Combine (e.g. select and mix content)

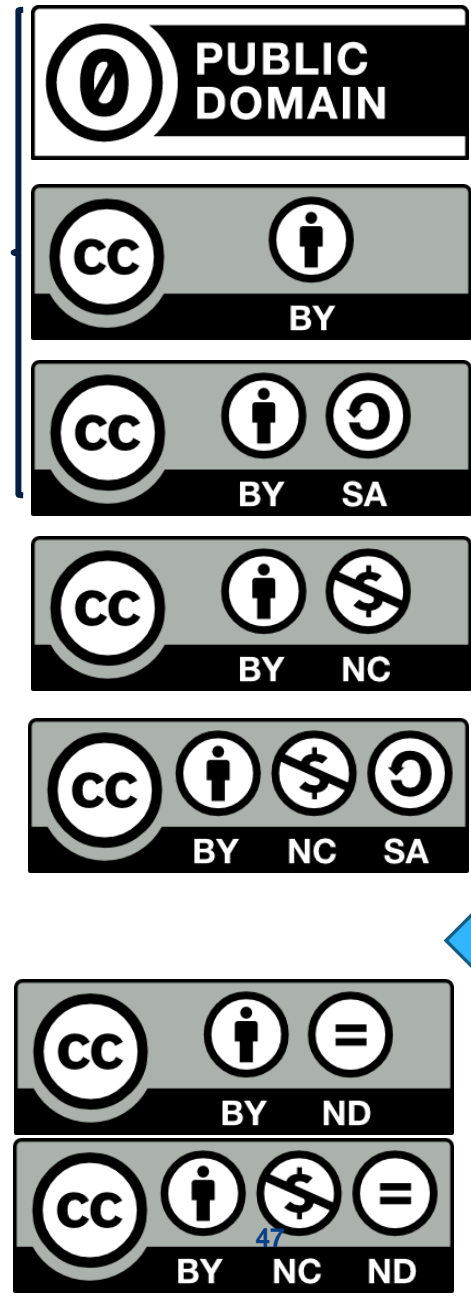
Contribute (e.g. share locally & with the world)

Copyright	Creative Commons Licences						Public domain
All rights reserved	Attribution Non-commercial No derivatives	Attribution Non-commercial Share Alike	Attribution Non-commercial	Attribution No Derivatives	Attribution Share Alike	Attribution	No rights reserved
							
Suitable file formats	PDF, password protected document file					Wiki, xml, ODF, html	
← Most restrictive				Most accommodating →			
<i>BY</i> = Attribution		<i>NC</i> = Non-commercial		<i>ND</i> = No derivatives		<i>SA</i> = Share Alike	

most free



least free



OER 5Rs

- Retain
- Reuse
- Revise
- Remix
- Redistribute



CREATIVE COMMONS LICENCES

Three “Layers” Of Licenses



Machine Readable

```
<a rel="license"
href="http://creativecommons.org/licenses/by/4.0/"></a><br />This work is licensed under a <a
rel="license"
href="http://creativecommons.org/licenses/by/4.0/">Cre
ative Commons Attribution 4.0 International
License</a>.
```



Human Readable



Legal Code





CREATIVE COMMONS LICENCES



Why should open licenses be machine-readable?

Machine-readable open licenses can be viewed and indexed by platforms and tools online, making openly licensed content more easily accessible for everyone. When a digital resource is marked with a machine-readable open license, users can use advanced search tools to filter a web search and return only openly licensed search results. Many platforms can also read and display the title, author, source, and license information of a machine-readable open license, ensuring that the author receives proper attribution, and creating opportunities for users to find similar open content to reuse.



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ACCREDITATION & QUALITY ASSURANCE CENTER

CREATIVE COMMONS LICENCES



How TO License Your Work(Resource)

In Less than 2 Minutes

The screenshot shows the Creative Commons Attribution Builder tool. It has a header with "OPEN Attribution Builder" and "about" links. Below the header, there are several sections for inputting information:

- Title:** A dropdown menu and a text input field for "Content Item Title". Below it is a "URL: URL of the content item" field.
- Author:** A dropdown menu and a text input field for "Author name". Below it is a "URL: URL of the author page" field.
- Organization:** A dropdown menu.
- Project:** A dropdown menu.
- License:** A dropdown menu with options: "Choose a license", "Attribution (CC BY)", "Attribution-ShareAlike (CC BY-SA)", "Attribution-NonCommercial (CC BY-NC)", "Attribution-NonCommercial-ShareAlike (CC BY-NC-SA)", "Attribution-NonCommercial-NoDerivs (CC BY-NC-ND)", "Public Domain (General)", and "Public Domain (CC0)". Below the license dropdown is a "Version (1.0)" dropdown.
- Additional options:** A checkbox for "This work is a derivative" and a "URL: URL of original work" field.
- Attribution:** A large text input field with a "clear and start over" link to its right.





CREATIVE COMMONS LICENCES

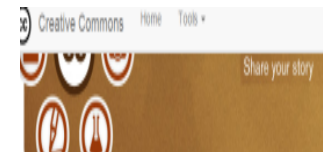
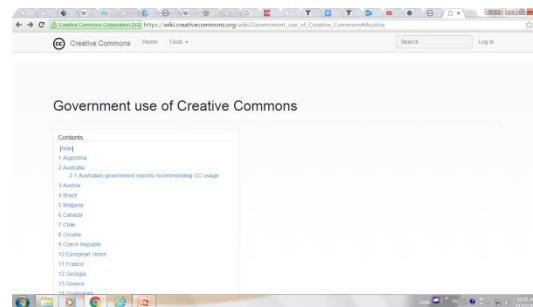


Remix: Which Creative Commons licensed resources can be combined with which?

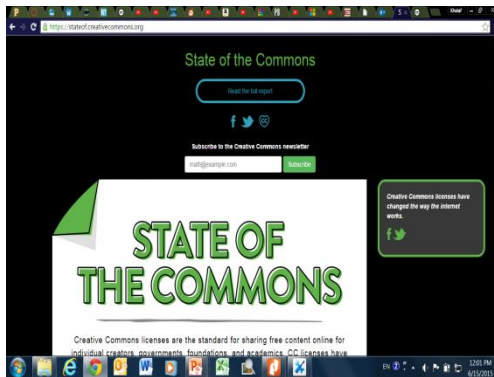
	PUBLIC DOMAIN	PUBLIC DOMAIN	BY	BY SA	BY NC	BY ND	BY NC SA	BY NC ND
PUBLIC DOMAIN	✓	✓	✓	✓	✓	✗	✓	✗
PUBLIC DOMAIN	✓	✓	✓	✓	✓	✗	✓	✗
BY	✓	✓	✓	✓	✓	✗	✓	✗
BY SA	✓	✓	✓	✓	✗	✗	✗	✗
BY NC	✓	✓	✓	✗	✓	✗	✓	✗
BY ND	✗	✗	✗	✗	✗	✗	✗	✗
BY NC SA	✓	✓	✓	✗	✓	✗	✓	✗
BY NC ND	✗	✗	✗	✗	✗	✗	✗	✗

More In the Practice sessions

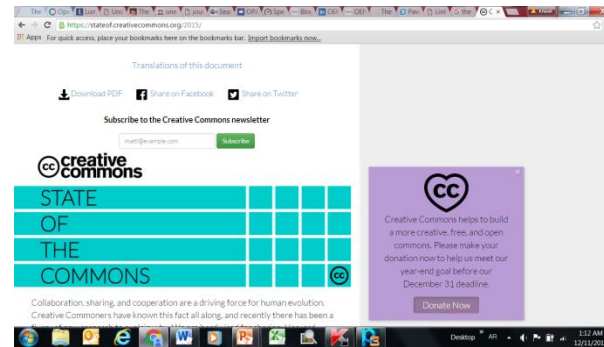
Examples



State of the Commons



2015



Soon 2016



10:30?

3

Open Courseware Open Simulation Repositories

Opencourseware(OCW) Definition

What is Open Courseware?

An Open Course Ware (OCW) is a free and open digital publication of high quality UJ 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.

Open Course Ware are free and openly licensed, accessible to anyone, anytime via the internet.

Open Consortium





Selected Examples

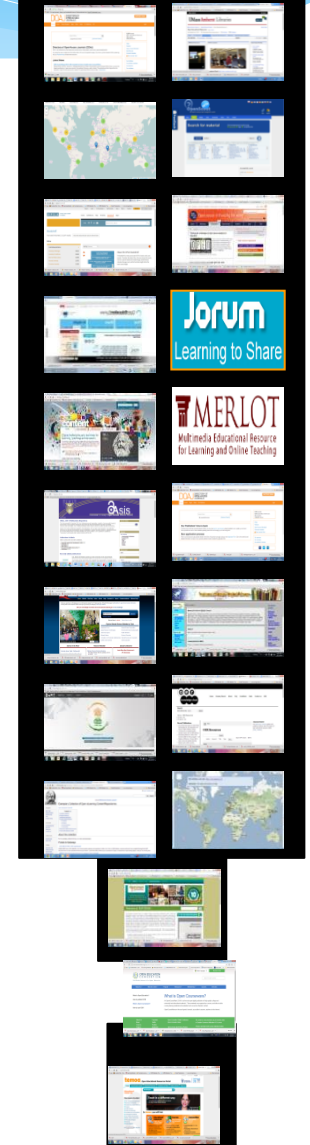
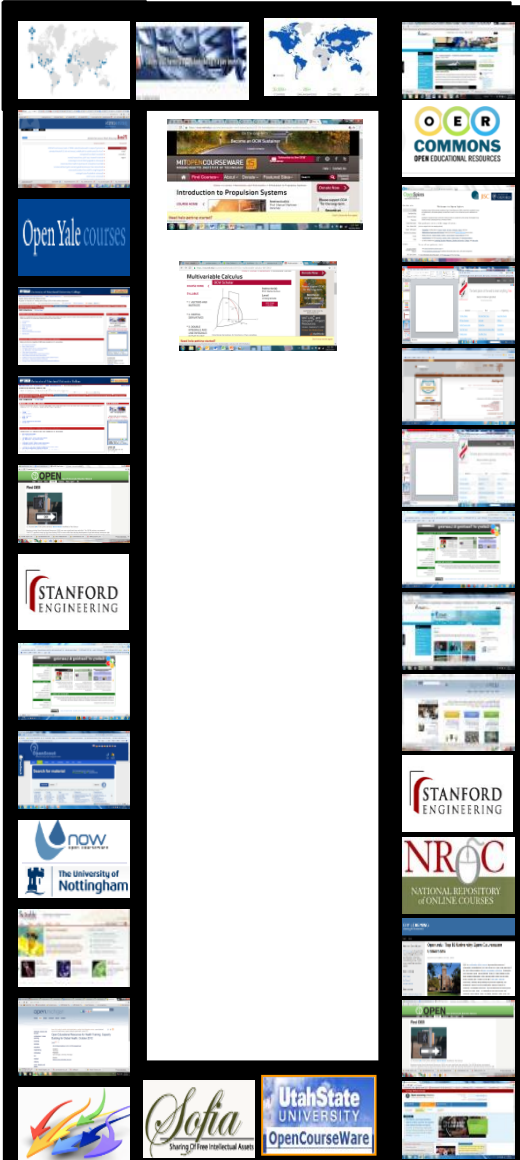
Open Access
Repository
Portals
libraries...



Open Courseware

Open Videos Lectures, simulation, animation

Open Text book



Open Courseware



JHSPH OPEN courseware Public health knowledge for the world.

Find open public health courses and materials.

Course: Epidemiology of Infectious Diseases

Course Home **Epidemiology of Infectious Diseases**

Syllabus
Schedule
Lecture Materials

Staff: Kimrad Nelson



openmichigan

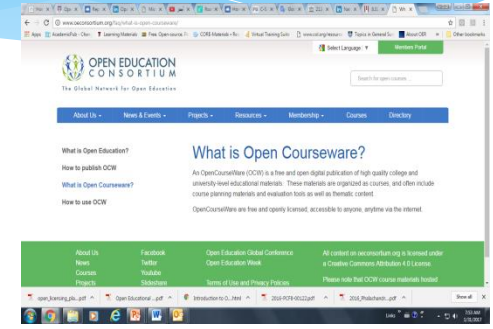
Home Find Share Connect About Contact

Open Educational Resources

Architecture + Urban Planning
Chemistry

Medical Resources

The mission of the U-M Medical School is to educate students, physicians, and biomedical scholars and to provide a spectrum of comprehensive knowledge, research, patient care and service of the highest quality in the name of the State of Michigan and humankind.



OPEN EDUCATION CONSORTIUM
The Global Network for Open Education

What is Open Education?
How to publish OER?
What is Open Courseware?
How to use OER?

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

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



MIT OPEN COURSEWARE

Introduction to Propulsion Systems

Find Courses

Need help getting started?



NEW! OpenCourseWare

METU OCW

General Physics Laboratory Experiments

Course categories

- Aerospace Engineering (2)
- Astronomy (1)



OPEN EDUCATION CONSORTIUM

Virtual University of Pakistan

The Virtual University of Pakistan (VUI) creates its own content in the form of video lectures and associated handouts. The content, including over 6000 hours of video lectures, has been made freely available through the University's OpenCourseWare site (http://ocw.vu.edu.pk)



Utah State OpenCourseWare

Available Departments

- Anthropology
- Biological and Irrigation Engineering
- Biology
- Civil and Environmental Engineering
- Economics
- Education
- Electrical and Computer Engineering
- English
- Family, Consumer, & Human Sciences

Utah State OpenCourseWare is a free and open digital publication of high quality college and university-level educational materials. These materials are organized by courses, and often include course planning materials and evaluation tools as well as thematic content.

Open courseware

<http://www.sicklecellanaemia.org/>

<http://www.pbs.org/wgbh/nova/body/>

<https://innohealthed.com/index.php/ighpe/article/view/19>

The screenshot shows the Open Education Consortium website with a search for 'Psychology'. The results table is as follows:

Course Title	Language	Details
7.1401 Biostatistical Basis of Learning and Memory (MIT)	English	Details
6.035 Social Psychology (MIT)	English	Details
Psychology Program and Practitioner	English	Details
294.201-10F 1001-1002 4000 Gender, Race, and Society	English	Details
294.201-200 1001-1002 4000 Gender, Race, and Society	English	Details
294.201-200 1001-1002 4000 Gender, Race, and Society	English	Details
294.201-200 1001-1002 4000 Gender, Race, and Society	English	Details

The screenshot shows the JHSPH OPEN courseware website with the heading 'Find open public health courses and materials.' It features a search bar and a 'Featured Course System: A Case Study of Urban Food Environments' with a photo of people in a kitchen.

The screenshot shows the OpenLearn website with a search bar and a 'Find your favorite materials' section. It includes a 'NO THANKS' button and a 'ALLOW' button for notifications.

The screenshot shows the OpenUCT website with a 'My Courses' section. The table lists various courses:

Course ID	Course Name	Max Credits
10000001	Introduction to Psychology: Experimental and	14
10000002	Health Management For Older Adults: Developing An Interdisciplinary Approach	120
10000003	Introduction to Health Care Policy	120
10000004	Introduction to Health Care Management	1
10000005	Medicine: Science, Ethics, and the Pharmacy	6
10000006	Contemporary Study in Game Analytics	1
10000007	Concepts in Nursing	1
10000008	Microbiological Pathology	2
10000009	Human Pathology	6
10000010	Human Pathology	6
10000011	Introduction to Microbiology	4
10000012	Mechanisms of Molecular Pathogenesis	1
10000013	Human Reproductive Biology	11
10000014	Herpetology	12

The screenshot shows the Open Education Consortium website with a search for 'Technical Allied Health'. The results table is as follows:

Course Title	Language	Details
Search Information Technology, Statistics and Systems: Introduction to Biostatistics	English	Details
1001 1001 & 1002 Engineering Statistical Inference: From Biostatistics to Biomechanics	English	Details
The Open Consortium	English	Details
Introduction to Methods for Health Services Research and Evaluation	English	Details
Shaping Long Term Care Services for Aging Populations	English	Details
Biomechanics and Computational Physics: Solutions Using 3D and Visualization	English	Details
Introduction to Health Services	English	Details

The screenshot shows the University of Minnesota website with the heading 'UNIVERSITY OF MINNESOTA Driven to Discover'. It includes a navigation menu with links for 'About Us', 'Academics', 'Admissions and Aid', 'Student Life', 'Research', 'Health and Medicine', 'Athletics', and 'News and Events'.

The screenshot shows the OpenUCT website with a search bar and a 'OpenUCT' logo. It includes a 'Search' button and a 'Filter' button.

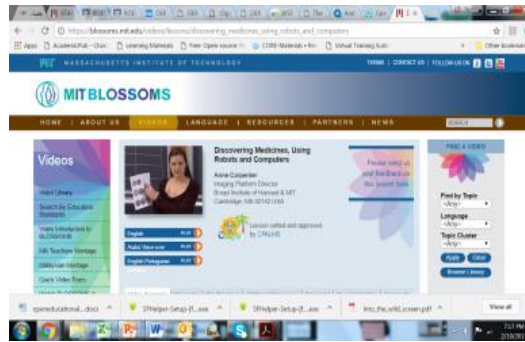
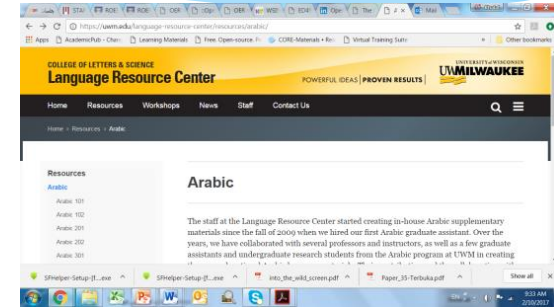
The screenshot shows the Open Education Consortium website with a search for 'Health Sciences'. The results table is as follows:

Course Title	Language	Details
Contemporary the Basics of Biostatistics	English	Details
Introduction to Health Services Research and Evaluation	English	Details
Patient Safety and Medical Ethics	English	Details
Approaches to Managing Health Services Organizations	English	Details
Integrating Social and Behavioral Science into Public Health: Foundations in Health Equity	English	Details

The screenshot shows the OpenUCT website with a search bar and a 'Search' button. It includes a 'Filter' button and a 'Sort' button.

The screenshot shows the OER Africa website with the heading 'OER Africa' and the tagline 'Supporting higher education institutions across Africa'. It includes a 'Support' button and a 'Learn More' button.

Open Educational Resources In Arabic





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Open simulations



Selected Examples

Open Access
Repository
Portals
libraries...



Open Courseware

Open Videos Lectures, simulation, animation

Open Text book





مركز الاعتماد
و ضمان الجودة
ACCREDITATION & QUALITY ASSURANCE CENTER

More Examples



PhET INTERACTIVE SIMULATIONS

UNIVERSITY OF COLORADO BOULDER

INTERACTIVE SIMULATIONS FOR SCIENCE AND MATH
Over 360 million simulations delivered

Play with Simulations

Teachers Register Here

Check out our new iPad app!

What is PhET? Teaching Resources DONATE TODAY

Founded in 2002 by Nobel Laureate Carl Wieman, the PhET Interactive Simulations project at the University of Colorado Boulder is dedicated to building science education research and practice.

UNIVERSITY OF CAMBRIDGE Faculty of Education

ORBIT: The Open Resource Bank for Interactive Teaching

A JISC OER 3 project at the Faculty of Education, University of Cambridge.

ORBIT

ORBIT shares existing expertise on teacher education and classroom teaching that supports active learning in mathematics and science. ORBIT is for HE teaching (PGCE), training schools and teacher mentors, as well as

LIBRARIES UNIVERSITY OF OKLAHOMA

Open Educational Resources: Mathematics

This site is designed for traditional OER initiatives, explore content, support learning and OER, and to help you get started searching for Open Educational Resources in the following categories:

Create Content Learning

Subjects: **Mathematics**

On this page you will find several open Mathematics textbooks along with supplemental material and a few lecture videos.

MIT BLOSSOMS

MIT BLOSSOMS INSTITUTE OF TECHNOLOGY

Planning, Selfie, Growing Minds.

ABOUT US | VIDEOS | LANGUAGE | RESOURCES | PARTNERS | NEWS

Learning by example. Lesson for your class? A particular MIT BLOSSOMS resource can be searched for "Theme Classes". Visit page here.

Did you know that every BLOSSOMS lesson includes a "Star Teacher Studio" segment at the end of the video? Watch a lesson here.

Tumor Suppressors Oncogenes

Open Educational Resources / Open Source Physics @ Singapore

Home | Interactive Resources | Teaching Resources | Events | YouTube | Research | About OER @SG | Awards | Translators | Projects

You are here: Home > Interactive Resources

Click on the + button to expand the list of open educational resources.

Physics

Chemistry

Project OSCAR

Open Source Classroom Animations Repository

HOME | ABOUT US | USE / ADMINISTRATION | BLENDED ACTIVITIES | SEARCH | DOWNLOAD | TEACHER LEARN | BLOG/ABOUT | PARTNERSHIP

ABOUT US

Goals

The main goal of Project OSCAR (Open Source Classroom Animations Repository) is to build a large repository of web-based, interactive animations and digital resources and technologies. These resources are designed for science and engineering education.

History

The current goal is to develop tools for creating and sharing high-quality, interactive animations at the Postgraduate level.

Mission

An ongoing goal of major interest is to create and share high-quality, interactive animations in developing the back-end of the repository, and conducting educational research.

Learning Objectives

A learning objective is a digital resource that contains an objective, a learning activity and an assessment. Examples of learning objects are educational animations, simulations, webpages for retaining that contain text, images and media. The learning objects in Project OSCAR portal is currently selected from high school subjects to advanced topics in more

Pedagogy in Action

the SERC portal for Educators

Library

Economics Examples

Examples on this page are grouped by type of course.

- Examples for Economics Principles Courses
- Examples for Upper-Division Economics Courses

The approximate time to complete each example is provided in bold face type after each example description. Our time categories are:

- One class period
- One week

OER Commons

Open Educational Resources

Home | About | Search | My Account

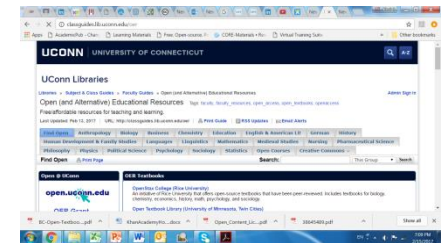
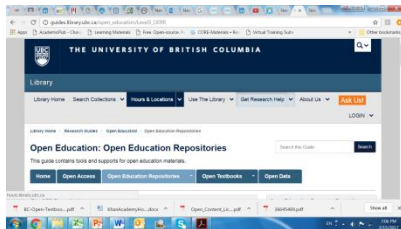
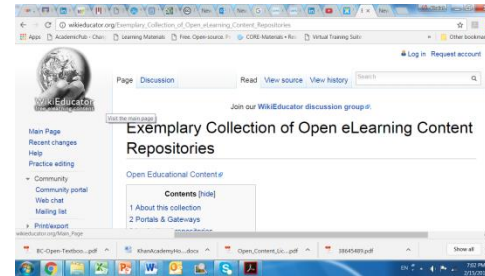
Open Educational Resources

Open Educational Resources (OER) are digital materials that are in the public domain or released under an open license, such as Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License (CC BY-NC-SA 4.0). OER can be used for teaching, learning, and assessment.

Simulation



More Examples



Directory of OER repositories

[Tweet #OER](#)

Last update: 6th August 2014 –

Thanks to [@OERhub team](#) – [@nopiedra](#) – [@EbbaOssian](#) for sharing the data collected in their projects

After weeks and weeks digging on the internet, reviewing hundreds of OER initiatives, projects, blogs and hashtags, and also harassing other OER enthusiasts and experts in twitter, I managed to develop a first version of a directory of OER repositories.

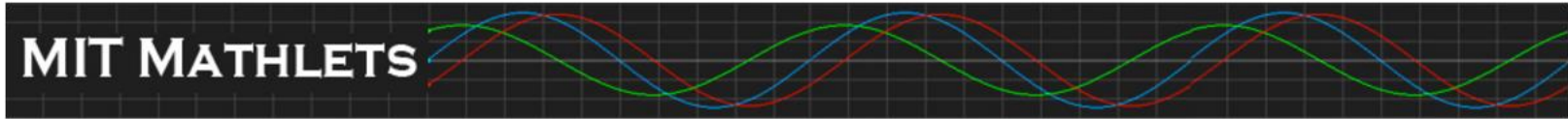
This version only includes the name of the repository, the URL and the country of the initiative and there are 73 OER repositories associated. If you know any other, if you see that I'm missing one (or many), if you are developing one, or you have any

Establishing secure connection... r comments, please contact me on twitter [@jatenas](#), as your input is

Browser tabs: New T, Hij, Op, col, Ac, المر, جلد, جلد, Po, Po, Di, Ed, M, Ps, Khalaf

Address bar: mathlets.org/mathlets/

Bookmarks: Apps, AcademicPub - Chang, Learning Materials, Free. Open-source. Pe, CORE-Materials • Res, Virtual Training Suite, Other bookmarks



[HOME](#) [ABOUT](#) [TRAINING](#) [MATHLETS](#) [COURSES](#) [ACTIVITIES](#) [DEMOS](#)

MATHLETS

- › Affine Coordinate Changes
- › Amplitude and Phase: First Order
- › Amplitude and Phase: Second Order I
- › Amplitude and Phase: Second Order II
- › Amplitude and Phase: Second Order III
- › Amplitude and Phase:
- › Coupled Oscillators
- › Creating the Derivative
- › Damped Vibrations
- › Damped Wave Equation
- › Damping Ratio
- › Discrete Fourier Transform
- › Eigenvalue Stability
- › Euler's Method
- › Forced Damped Vibration
- › Forced Damped Vibrations: Phase
- › Linear Phase Portraits: Cursor Entry
- › Linear Phase Portraits: Matrix Entry
- › Linear Programming
- › Linear Regression
- › Linearized Trigonometry
- › Matrix Vector
- › Nyquist Plot
- › Phase Lines
- › Poles and Vibrations
- › Probability Distributions

Waiting for mathlets.org...

teal1.pdf teal2.pdf Show all X

Taskbar: Windows, Chrome, File Explorer, Word, Excel, PowerPoint, OneDrive, Search, Skype, 3

System tray: EN, 10:18 PM, 1/31/2017



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OPEN TEXTBOOKS

4

1. Challenges
2. Open Textbooks
3. Example

Challenges With Traditional Textbooks

- ❖ No textbook fits exactly and it's all or nothing
- ❖ High prices
- ❖ Textbooks are bundled with [too] many resources, labs etc.
- ❖ Print textbooks don't have the advantages of e Textbooks – but commercial e Textbooks are not open
- ❖ The problem with new editions
- ❖ The Digital Native Student
- ❖ Localization and culture environment
- ❖ The Lecturer's students notes practices
- ❖ The challenge of the availability of OER contents



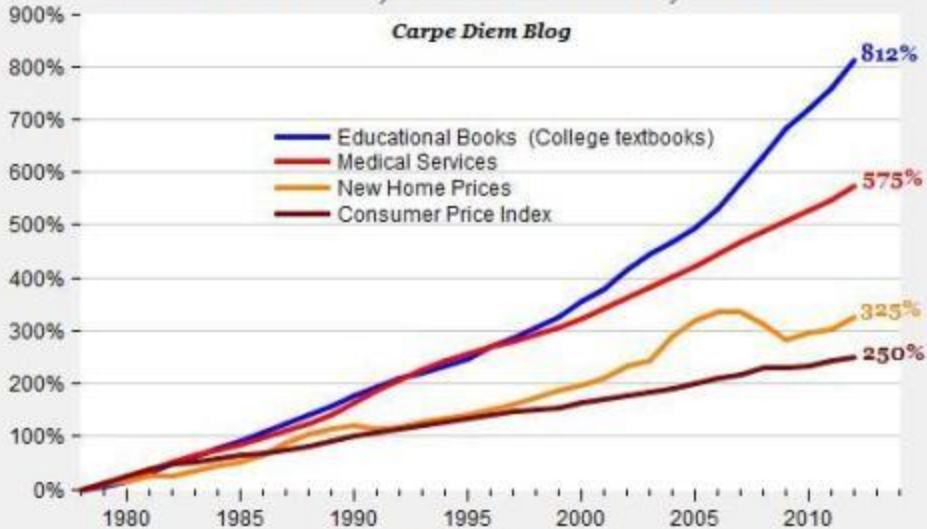
مركز الاعتماد
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www.mawazim.org



The emergence of The Open textbooks

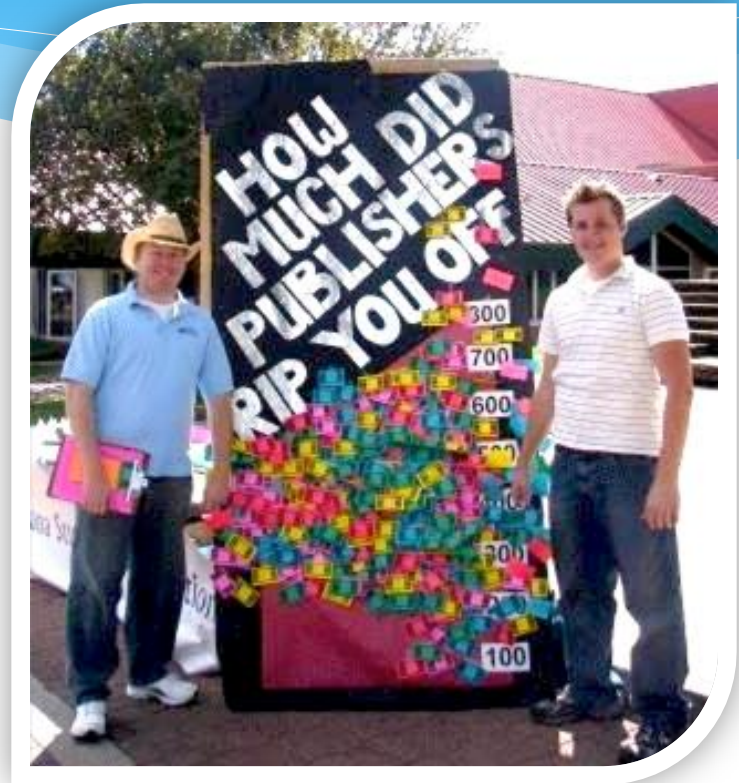
Percent Change Since 1978 for Educational Books, Medical Services, New Home Prices, and CPI

Carpe Diem Blog



Sources: BLS, Census Bureau

AEI



The average student can expect to pay
\$1,200
on textbooks and course materials in 2014-15.



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Open Textbook Definition

An open textbook is a textbook licensed under an open copyright license, and made available online to be freely used by students, teachers and members of the public. Many open textbooks are distributed in either print, e-book, or audio formats that may be downloaded or purchased at little or no cost



1

Open Textbooks

5

Static



Dynamic
Interactive



Examples of Open Text Books Initiatives(US)



[The Assayer](#)

[BOOKBOON.com](#) **

[UJ Open Textbooks Blog](#)

[Community UJ Open Textbook Collaborative](#)

[Community UJ Open Textbook Collaborative Ning](#)

[Community UJ Consortium for Open Educational](#)

[Resources: Open Textbooks](#)

[California Learning Resource Network \(CLRN\)](#)

[Connexions](#)

[E-Books Directory](#)

[Feedbooks](#)

[Flat World Knowledge](#) **

[FreeBooks4Doctors](#)

<http://open.campusmanitoba.com/find-open-textbooks/>

<http://open.umn.edu/opentextbooks/>

<http://research.cehd.umn.edu/open/open-textbook-network/>

<http://www.freetechbooks.com/>

[Free Online Textbooks on Mathematics](#)

[FreeTechBooks](#)

[Internet Archive](#)

[Kahn Academy \(Materials Type: Instructional Videos and Exercises\)](#)

[MERLOT \(Materials Type: Textbooks\)](#)

[OER Commons \(Material Type: Textbooks\)](#)

[Open Textbooks: The Student PIRGs \(Make Textbooks Affordable\)](#)

[OpenStax UJ \(Materials Type: Textbooks\)](#)

[Orange Grove Open Textbooks](#)

[Oriental Institute of the University of Chicago](#)

[Student Public Interest Research Group \(SPIRG\) & Faculty](#)

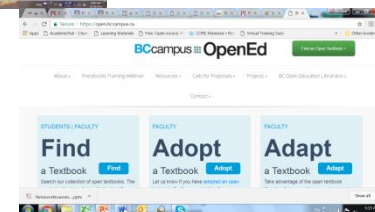
[Statement of Support of Open Textbooks](#)

[Textbook Media](#) **

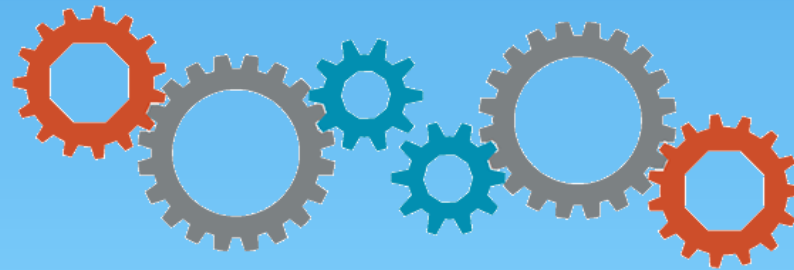
[Textbook Revolution](#)

[The Global Text Project](#)

[Wikibooks](#)



TEXT BOOKS ADOPTION PROCESS



TEXTBOOKS ADOPTION PROCESS by Dr. Khalaf Al Tell is licensed under a [Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License](https://creativecommons.org/licenses/by-nc-sa/3.0/).



PROCESS...



Selection criteria

Learning outcomes and objectives

Select Open Text Book and Reference

Licensing

Adopt/Adapt process

How it will be used in the Course

Quality Process

Dissemination Policy To Students

Course Title

Step One

List keywords based on course objectives or student learning outcomes.

Learning outcomes

Key Words

PHYS 1200	Physics I	4 Credit Hours
Prerequisites:	Math 1100	
Goal	To equip the student with a strong understanding of the fundamentals of physics to enable him/her to apply such understanding to his/her studies.	
Objectives	Outcomes	
<p>This course should enable the student to:</p> <ol style="list-style-type: none">1. Explain the behavior of the physical world around him/her by constructing a logical structure of it2. Apply the concepts of physics in his/her field of study and everyday life3. Relate the concepts of physics to the advancement of technology4. Understand and relate the different phenomena in the world5. Control the physical aspects of the world beneficially6. Approach problems, predict their results in advance, and solve them in quantitative and qualitative manners7. Gain a broader understanding of other sciences	<p>Upon completion of the course, the student will be able to</p> <ol style="list-style-type: none">1. Identify the use of S.I. system of measurement and how it is used in engineering2. Recognize and manipulate the mathematical relationships between quantities3. Plot technical graphs4. Apply the basic principles of cosmology and astrophysics5. Identify and describe the different types of materials and their uses6. Define, analyze and experimentally demonstrate the electrical properties of matter7. Apply and experimentally demonstrate the laws of elementary mechanics8. Define and analyze objects/systems for work and energy and experimentally demonstrate work and energy9. Define, apply and experimentally demonstrate the concepts of linear and angular momentum10. Analyze systems/objects using the laws of conservation of energy and momentum11. Define, apply and experimentally demonstrate the concepts of rotational motion12. Define, analyze and experimentally demonstrate the concepts of oscillation13. Define and apply the laws of gravitation14. Define, apply and experimentally demonstrate the concepts of electric fields and forces15. Define and apply the concepts of electrical currents16. Construct circuits and analyze their	

SI system measurements
Laws elementary mechanics
Gravitation laws ,electrical fields ,currents, DC circuit



**Jordan University of Science and Technology
Faculty of Engineering
Electrical Engineering Department**

**EE 210 Electric Circuits I
Spring 2014**

2007 Course Catalog

3 Credit hours (3 h lectures). Units and definitions. Experimental laws and simple circuits. Useful techniques of circuit analysis. Inductance and capacitance. Source-free RL and RC circuits. Application of the unit step forcing function. RLC circuits. Sinusoidal forcing function. Phasor concept. Sinusoidal steady-state response.

Textbook

Hayt, W. H., Kimmerly, J. E., and Durbin, S. M., Engineering Circuit Analysis, McGraw Hill, 2012.

978-0073366616

References

1-Dorf, R.C. and J.A Svoboda, Introduction to Electric Circuits, 7th edition, Wiley, 2006.

2-Alexander, C. K. and M. N. Sadiku, Fundamentals of Electric Circuits, McGraw Hill, 2005.

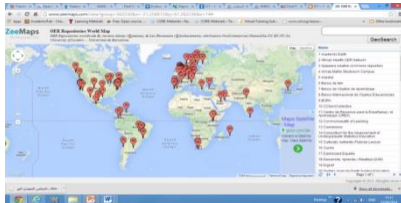


Step Two: Searching

1- Open text initiatives Use Course Title



2-Repositories Use Key words

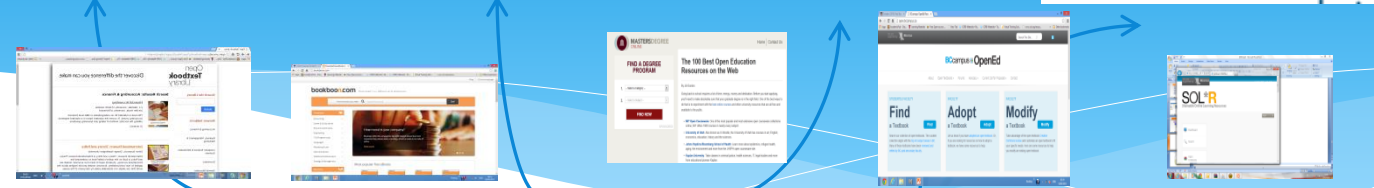


3- Use ISBN(International Standard Book Number)

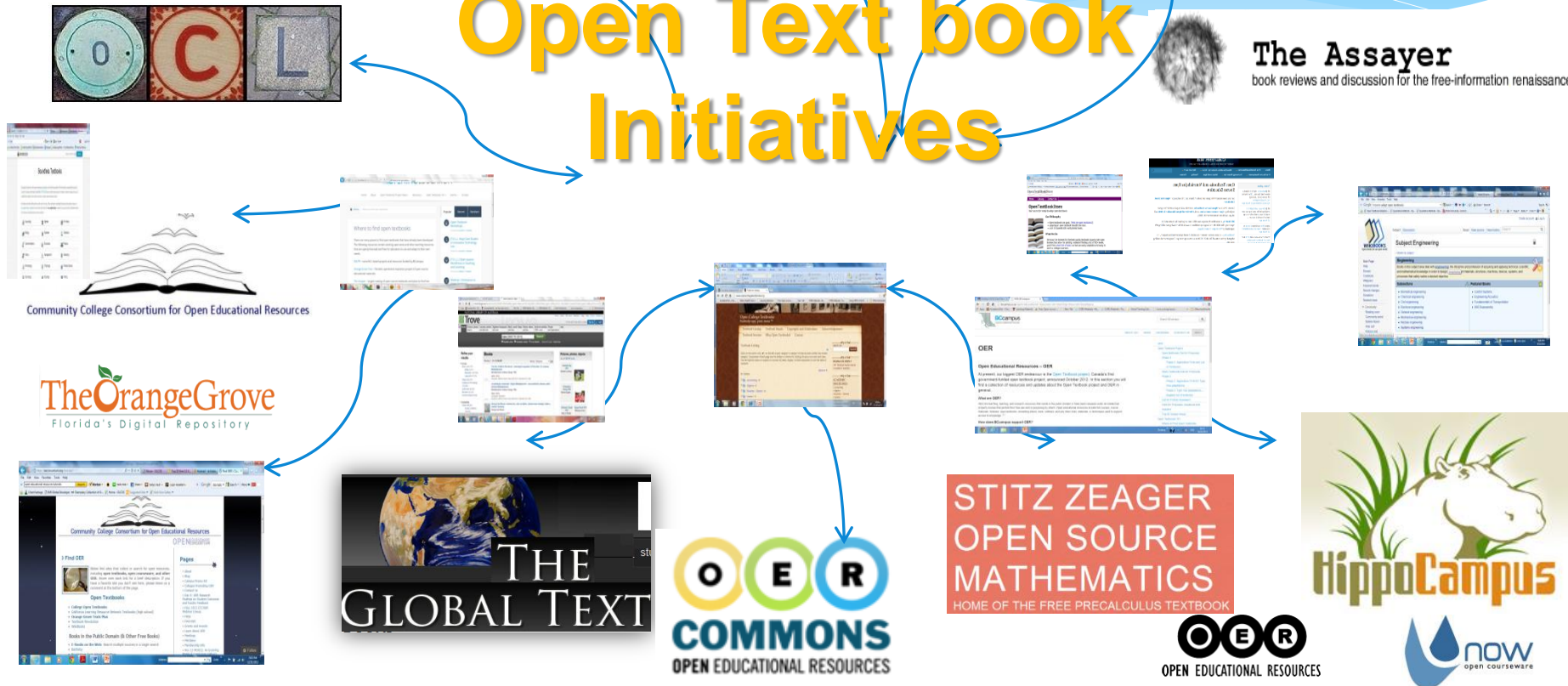


1- Searching Open Text book Initiatives Using Course Title

INTECHopen



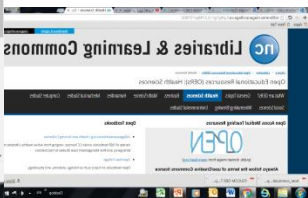
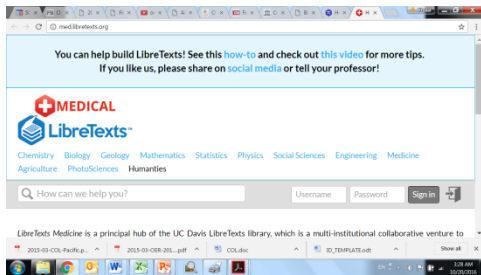
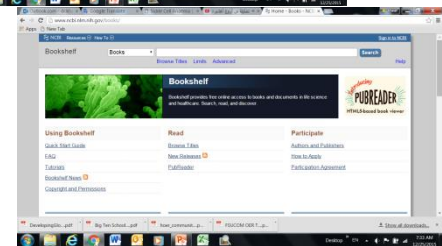
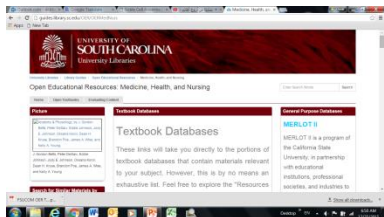
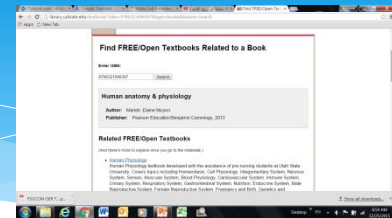
Open Text book Initiatives



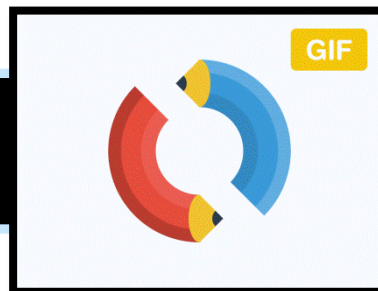
This work is licensed under a [Creative Commons Attribution 3.0 Unported License](https://creativecommons.org/licenses/by/3.0/). This License is registered for Dr. Khalaf Al-Tell



Open textbooks



2- Searching Open Repositories Using Key Words





OpenLearn: Open University programme where one can browse the topic to discover articles, videos, games, join the debates & enroll in free courses.

Peer 2 Peer University (P2PU): Helps in course design, content sleuthing, course marketing, and, in some cases, help with technical development.

Saylor.org: Over 270 free, self-paced, online undergraduate UJ level courses and course materials.

WikiEducator: Focuses on building capacity in the use of Mediawiki and related free software technologies for mass-collaboration in the authoring of free content



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OER Platforms



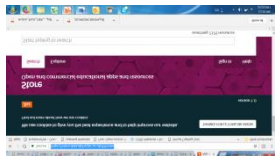
OER Platforms

CK-12: Read online, print a copy, or use it on any device. Our content can be used with the Kindle, iPad, NOOK, and more.

Connexions: Educational content repository and a content management system developed and maintained by Rice University.

Curriki: A nonprofit K-12 global community to create share and find free learning resources that enable true personalized learning.

Khan Academy: An online collection of thousands of video tutorials on various subjects.



MERLOT: A free and open online community of resources for higher education, online learning materials.

NPTEL - E-learning through online Web and Video courses in Engineering, Science and humanities streams funded by MHRD, Government of India.

NROER: The platform created by National Council for Educational Research and Training (NCERT), India for school level OER.

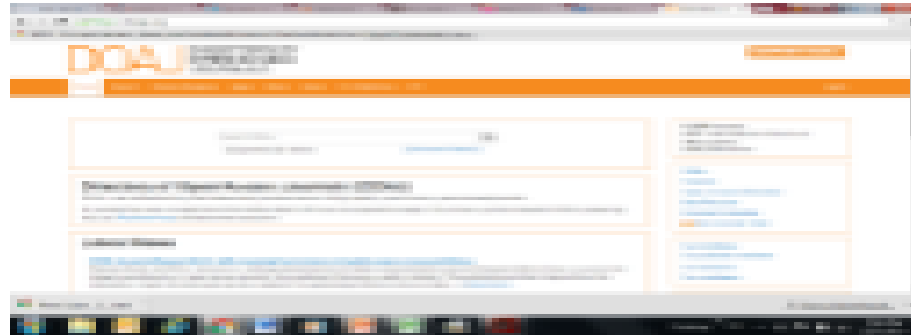
OER Commons: Project created by ISKME.



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Open Access





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وضمان الجودة
ACCREDITED BY QUALITY ASSURANCE CENTER UJ

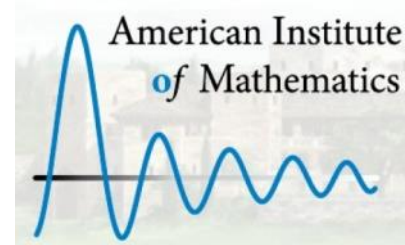


The Project

Don't reinvent it...



Open
Textbook
Library



Don't reinvent it by Andrea Hernandez released under [CC-BY-NC-SA](#) and based on [Wheel](#) by Pauline Mak released under [CC-BY](#) license



5

OER POLICIES

1. Government Role
2. Policy Levels
3. Curriculum Design/Materials Development
4. Human Resource Policy
5. Example



The Role of Government Policy in Stimulating Effective Use of OER in Education

Governments play a crucial role in setting policies that help to shape the direction of education systems, and policies can accelerate or impede the adoption and creation of OER. Additionally, the presence of country policies that are supportive of OER can be used as a gauge to determine levels of commitment to OER. The lack of such frameworks can limit and delay the process of adoption or may even discourage institutions from pursuing OER undertakings.



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Policy Levels

Global

Regional

National

State/Province

Municipal

Institutional

Departmental

Personal

OER Policy Assumptions/Guidelines



- To realize the full potential of OER on teaching and learning, the UJ must develop and offer entire programs with OER.
- OER policy must be aligned with the UJ vision and mission, and with a strategic purpose.
- Successful UJ's OER programs are led from multiple directions: from the top by TC,UC,D and from grassroots ; the classroom by faculty/subject matter experts; and from outside the classroom by experts providing cross-functional co-curricular support.
- UJ OER Policy is best executed when written in collaboration with all stakeholders—faculty, committees, students, staff, boards.
- Financial and non-financial incentives can help UJ nurture the application, creation, and sustainability of OER.
- OER creates more opportunities for adapting existing resources for a better fit with local contextual and cultural requirements.
- The application, creation, and sustainability of OER results in higher-quality curricula and course materials, more efficient and effective teaching, and improved student access, success, and completion.
- The UJ's OER policy complies with the Creative Commons licensing standards

1- OER Purpose Statements

OER is important and how it aligns with the UJ vision and mission. An OER Policy begins with a clearly stated and shared purpose.

Action Checklist:

- 1-Review your UJ vision and mission and how OER aligns with it.
- 2-Evaluate the extent of faculty use of and interest in OER.
- 3-Develop a plan to raise OER awareness with the UJ community.

OER Policy Components

2-OER Policy Statements

An OER policy stipulates compliance with UJ regulation and Quality assurance standards

Action Checklist:

- 1-Identify and engage key stakeholders (faculty, students, librarians, deans, etc) who should contribute to the development of the OER policy and procedures.
- 2-Determine how the UJ's OER program initiative will be sustained in policy.
- 3-Determine who, where, when, and how the OER policy will be communicated with the UJ's community.



OER Policy Components

3- Licensing OER

Action Checklist:

- 1- Develop the UJ **IP** and copyright policy
- 2- Make training available to faculty and staff to increase their awareness and knowledge of the Creative Commons Licenses.

Requirements for works created during the course of employment including how they may be shared and used by others needs to be clearly understood. Typically this is addressed in a UJ intellectual property (IP) and copyright policy. OER may be addressed in an existing IP policy or addressed separately in an OER policy. In either case, the use and creation of OER does not supplant an institution's IP policy; it supplements the IP policy. It is recommended, as a best practice, setting the default the most open and least restrictive Creative Commons Attribution License (CC BY), whenever possible.

4-OER Procedures and Responsibilities

An OER policy makes clear who is responsible for what in developing and sustaining OER programs including, for example, instructional aspects, training and professional development, student and cross-functional support, and leadership and governance.

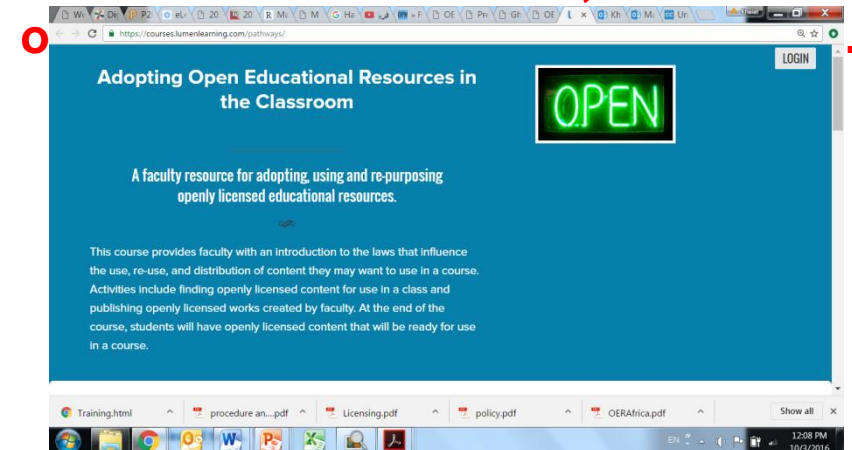
Action Checklist:

- 1-Determine who has responsibility for the following decisions (this is not a comprehensive list): program selection, course and program design, delivery modality, quality and selection OER, continuous improvement, training requirements and how delivered, locating OER, where and when to share OER and under what conditions, student awareness, advising, course coding, curricular standards, licensing, resource support, policy revision, tracking and reporting student success metrics.
 - 2-Engage the persons with specific OER responsibilities in reviewing and confirming their assigned responsibilities. Consider a team approach with faculty, instructional designers, media developers, and librarians, for example, working together.
 - 3-Ensure responsibilities are appropriately documented such as in position descriptions, planning documents, and other relevant UJ publications.
 - 3-Decide how the UJ will reward, incentivize, and/or promote the application, creation, and sustainability of OER
- Staff are encouraged to search existing sources of OER rather than duplicating effort and creating new OER content that already exist.

5-OER Training and Professional Development

Training for faculty and staff is essential to introducing and sustaining an OER program. OER basics include such topics as locating OER; understanding intellectual property, copyright, and open licenses; adopting and adapting OER; and creating and sharing OER.

Engaging with colleagues in the “Open” community provides faculty and staff professional development opportunities, venues to exchange ideas and deepen their understanding and commitment to OER, and



Action Checklist:

- 1-Research current OER training programs and materials, like Adopting Open Educational Resources in the Classroom and How to Use Open Educational Resources
- 2-Determine OER training requirements and professional development requirements for each responsible position, and clarify how the requirements will be met, budgeted, coordinated, facilitated, tracked, and reported.
- 3-Determine if incentives for OER training and professional development are

6-OER Technical Format

The technical format of OER creation and usage is an important consideration for OER policy. The OER created and/or used by faculty or staff should be in a technical format that allows for the greatest flexibility for retaining, reusing, revising, remixing, or redistributing content.

Action Checklist:

- 1-Identify which technical formats work best for OER.
- 2-Write in the OER Policy the formats that will be supported by the UJ
- 3-Educate faculty and staff on the best technical formats for OER.
- 3-Specify the repository where the UJ requires OER to be published.

OER Policy Components



The quality of the OER chosen by faculty subject matter experts to use in the courses and programs they teach, needs to be of equal or greater quality than commercially distributed publisher content.

Action Checklist:

- 1-Determine what data the UJ will collect to determine the effectiveness of the OER used.
- 2-Research rubrics designed to evaluate OER.
- 3-Create a review cycle for courses in which OER is used and adapted, to insure proper licensing.
- 3-Research available tools for selecting OER and provide them to faculty and staff. (Faculty Guide for Evaluating Open Education Resources)
- 4-Determine which program(s) the UJ will develop solely with OER. Use data to determine specific courses such as required courses and match the courses with existing OER courses already created and/or available OER.
- 5-Create incentives to engage faculty in the OER initiative.
- 6-Decide if the method of course delivery matters, taking into account flexibility for both students and faculty, and replicability.
- 7-Review course and program design standards and ensure the applicability of those standards with OER.
- 8-Determine what repository the UJ will use to publish OER and make it discoverable. Ensure the UJ complies with guidelines (internal and specific collaborations) governing how OER will be shared.



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Example University Level KWAME NKURUMAH UNIVERSITY OF SCIENCE AND TECHNOLOGY (KNUST) Kumasi, Ghana

OER Policy Registry

Welcome

Welcome to the Open Educational Resources (OER) Policy Registry, a database of [current](#) and [proposed](#) open education share, update, and browse open education policies and legislation. In addition, we host [supporting policy resources](#) su

The OER Policy Registry is being upgraded and migrated away from the CC Wiki. Please be patient while we make the tr

Scope

We define OER policies as legislation, institutional policies, and/or funder mandates that lead to the creation, increased us

list of open projects, terms of use, or a registry of open access policies.

Popular Searches

POLICY FOR DEVELOPMENT AND USE OF OPEN EDUCATIONAL RESOURCES (OER)



**KWAME NKURUMAH UNIVERSITY OF
SCIENCE AND TECHNOLOGY (KNUST)**
Kumasi, Ghana



OER Policies

[European Open Edu Policy](#)

[OER Policy Registry](#)

[Policies for OER Uptake](#)



Q&A



?



Evidence and Impact

6

Measuring the impact of OER is not simply about whether OER are being produced or used, but whether they are having a transformative effect on the way teachers and learners collaborate.



oerresearchhub.org
#oerrhub @OER_Hub



- **Open research project funded by William & Flora Hewlett Foundation**
- **Aiming to build the most comprehensive picture of OER impact**
- **Open collaboration model across different educational sectors**
- **Global reach but with a USA focus**
- **Fellowship Scheme**
- **Researching openness in the open**

Open Educational Resources Research Hub (OER Research Hub) Project

What is the impact of OER on learning and teaching practices?

The Open Educational Resources Research Hub (OER Research Hub) provides a focus for research, designed to give answers to the overall question 'What is the impact of OER on learning and teaching practices?' and identify the particular influence of openness. We do this by working in collaboration with projects across four education sectors (K12, UJ, higher education and informal)

By country of residence: All responses considered (N=6335), there are 180 different countries whose citizens report using OER, the highest percentages in the United States (35.3%, n=2236), United Kingdom (19.4%, n=1229), India (3.6%, n=226), Canada (3.3%, n=211), South Africa (2.5%, n=160), Australia (2.3%, n=143) and China (2%, n=125).

Data

7,498 responses from 182 countries:

44.4% informal learners,

28.4% formal learners,

24.3% educators,

2.9% librarians;

50.7% female; 48.3% male;

65% speakers of English as first language;

11% declare a disability;

34% hold a postgraduate degree;

35% use OER in Science.



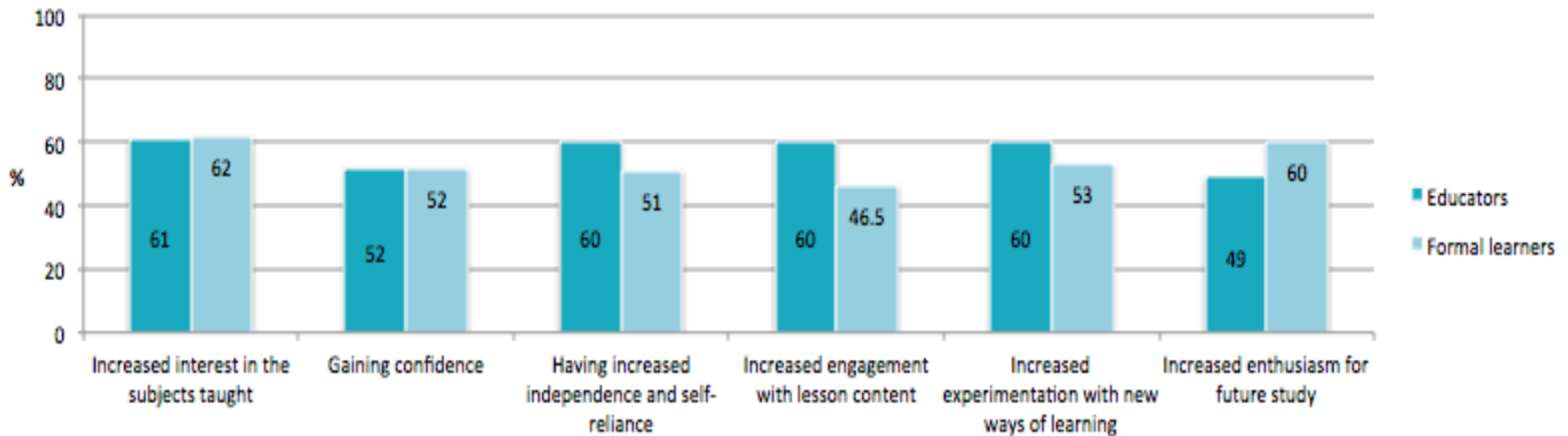
Keyword	Hypothesis
Performance	OER improve student performance/satisfaction
Openness	People use OER differently from other online materials
Access	OER widen participation in education
Retention	OER can help at-risk learners to finish their studies
Reflection	OER use leads educators to reflect on their practice
Finance	OER adoption brings financial benefits for students/institutions
Indicators	Informal learners use a variety of indicators when selecting OER
Support	Informal learners develop their own forms of study support

Impact /Evidence Results

- ❖ Open education models lead to more equitable access to education, serving a broader base of learners than traditional education; +/-
- ❖ Use of OER is an effective method for improving retention for at-risk students; +
- ❖ Use of OER leads to critical reflection by educators, with evidence of improvement in their practice; +
- ❖ OER adoption at an institutional level leads to financial benefits for students and/or institutions; +
- ❖ Informal learners use a variety of indicators when selecting
- ❖ OER; +
- ❖ Informal learners adopt a variety of techniques to compensate for the lack of formal support, which can be supported in open
- ❖ courses; +
- ❖ Open education acts as a bridge to formal education, and is complementary, not competitive, with it; +
- ❖ Participation in OER pilots and programs leads to policy change at institutional level; +
- ❖ Informal means of assessment are motivators to learning with OER. +

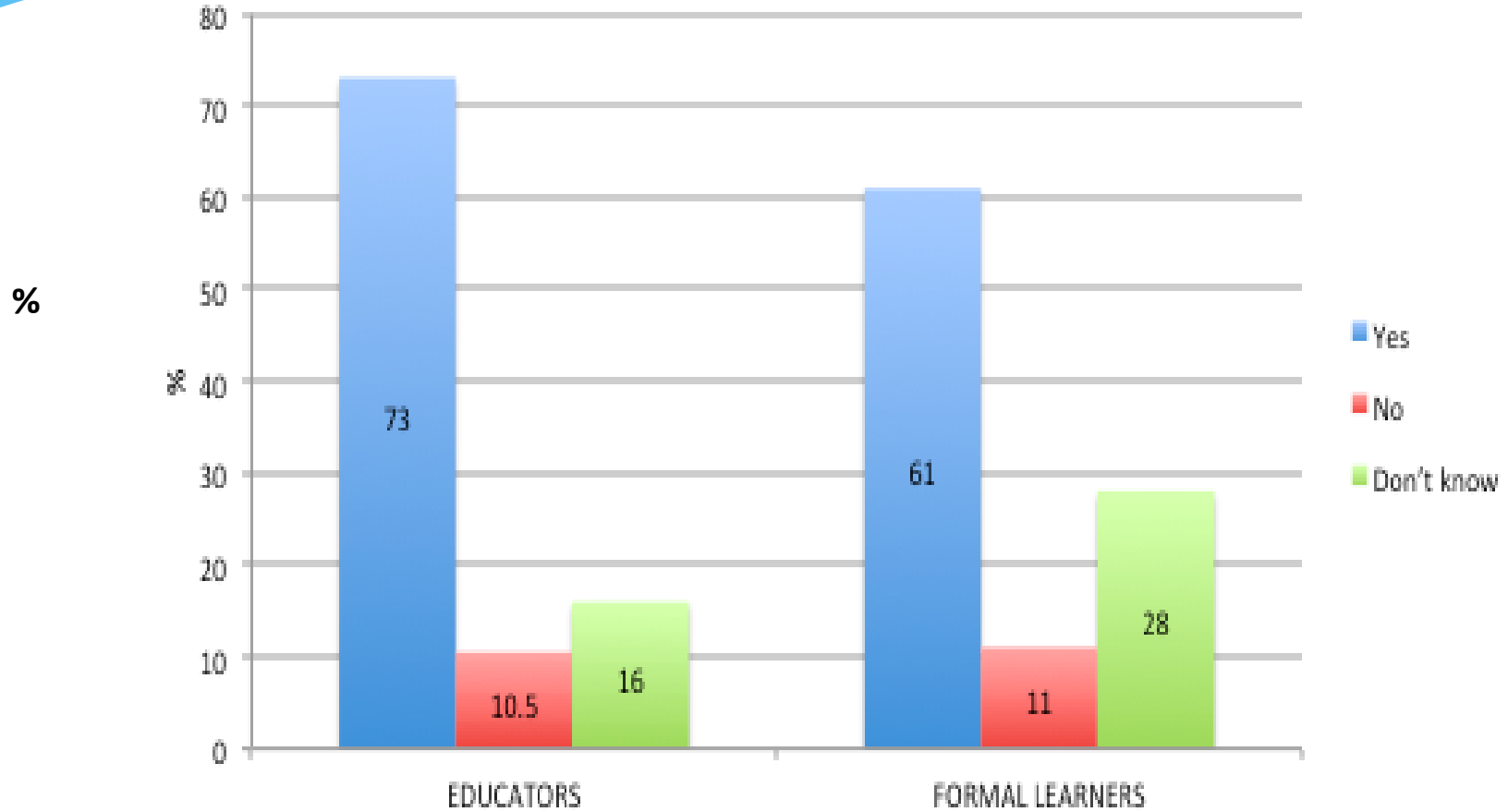


Impact Of OER On Student Performance: Non-grade Related Aspects



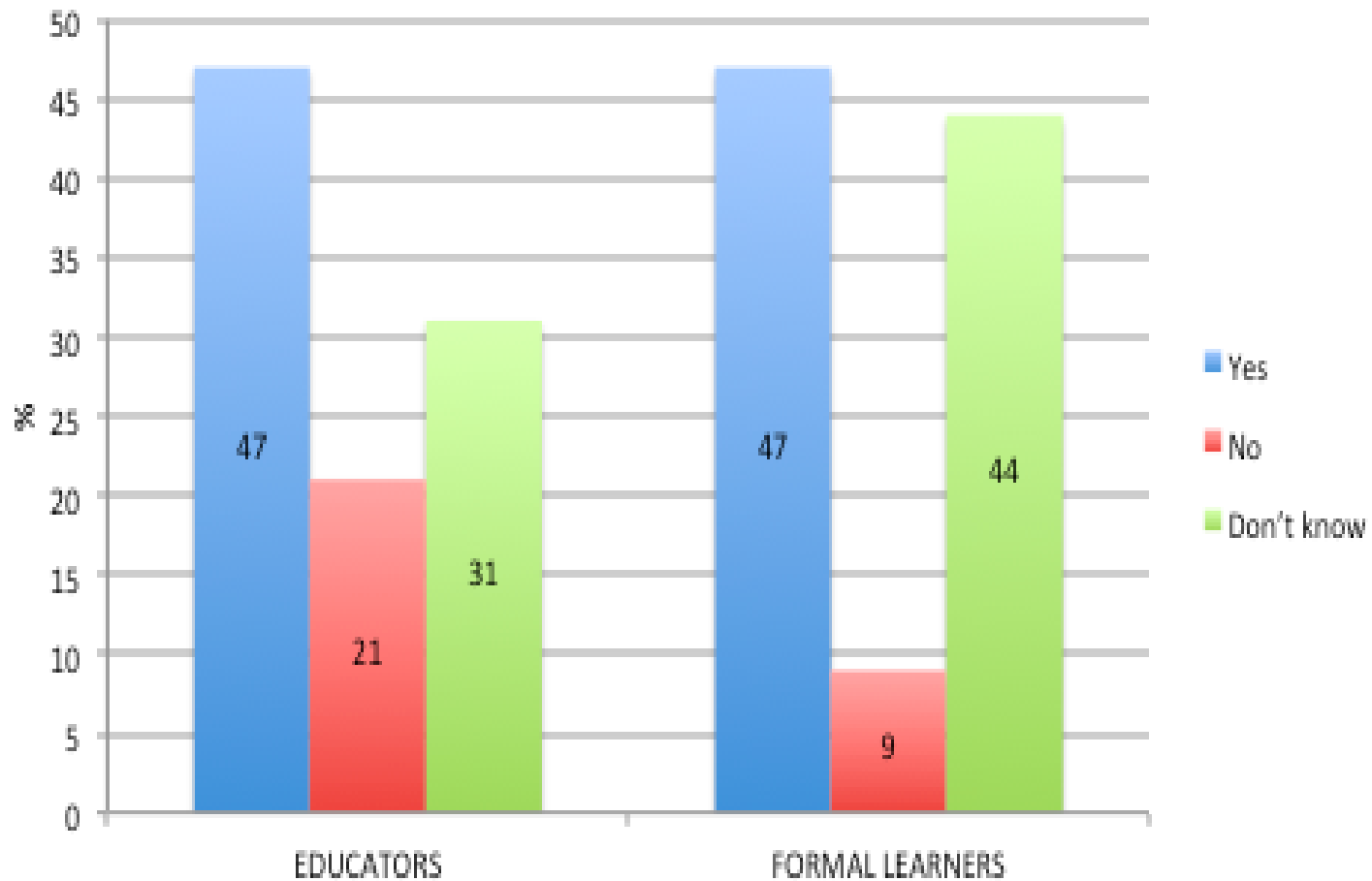


Do students save money using OER?

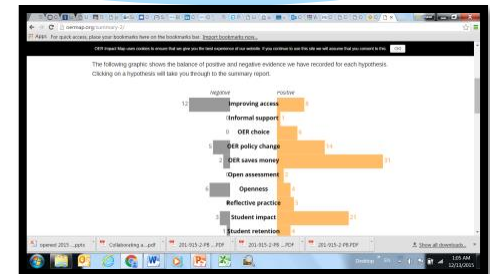
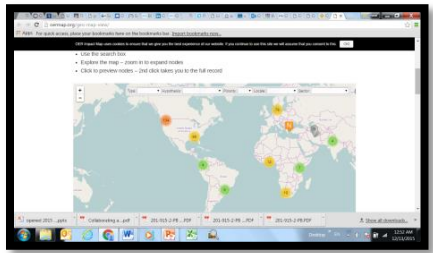
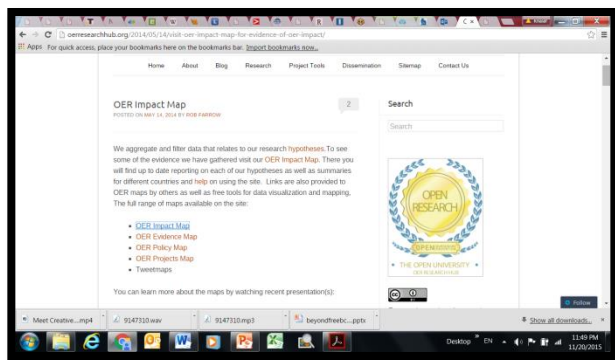




Do institutions save money using OER?



Evidence Maps

Home About Blog Research Project Tools Dissemination Startup Contact Us

OER Impact Map

POSTED ON MAY 14, 2014 BY [NICK FARRER](#)

We aggregate and filter data that relates to our research hypotheses. To see some of the evidence we have gathered visit our OER Impact Map. There you will find up to date reporting on each of our hypotheses as well as summaries for different countries and help on using the site. Links are also provided to OER maps by others as well as free tools for data visualization and mapping. The full range of maps available on the site:

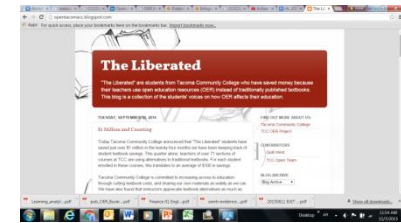
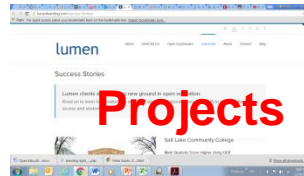
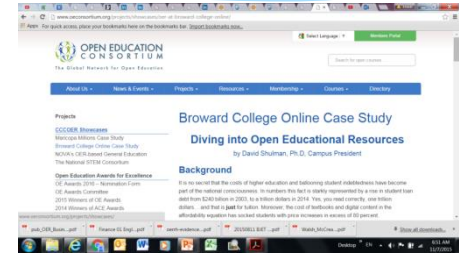
- [OER Impact Map](#)
- [OER Evidence Map](#)
- [OER Policy Map](#)
- [OER Projects Map](#)
- [Twittermaps](#)

You can learn more about the maps by watching recent presentation(s):

Search

OPEN RESEARCH
THE OPEN UNIVERSITY

Other Evidences



Reported improvements in quality

Improved availability of materials

• *Students are likely to review course materials on OCW before making course enrolment decisions (Kanchanaraksa, JHSPH)*

Improved technical quality

• *We were able to pioneer or extend a number of e-production technologies on OpenLearn that are now widely used for standard educational material development (Lane, OU)*

Improved pedagogical research

• *... we have been able to adapt a research led web-based mapping tool (Lane, OU)*

Improved quality of images

• *New images (charts, graphs, drawing, etc.) have been created or adapted from copyright-protected originals for course faculty to use (Kanchanaraksa, JHSPH)*

Improved coherence across courses

• *... faculty will review existing course content before creating new courses (Kanchanaraksa, JHSPH)*

Improved mechanism for accreditation

• *... may be able to waive course requirements by passing waiver exams after reviewing OCW content (Kanchanaraksa, JHSPH)*

Created opportunity for external endorsement

• *Quality is determined by endorsement through the 'lens' system in Connexions (Thierstein, Connexions)*

ROER4D

Researching OER adoption and impact in the Global South – an overview of the Research on Open Educational Resources for Development (ROER4D) project



PROJECT CLUSTERS

- OER Desktop Review
- OER Survey
- Academics' adoption of OER
- Teacher educators' adoption of OER
- OER adoption in one country
- OER impact studies
- Baseline educational expenditure



18 sub-projects (SPs)
86 researchers & associates
26 countries
16 time zones



DEFINITION AND PREMISE OF OER

Research on Open Educational Resources for Development in the Global South

GENERAL OBJECTIVE:

IMPROVE EDUCATIONAL POLICY, PRACTICE and RESEARCH in developing countries by better understanding the use and impact of OER

August 2013 - February 2017

PROJECT CLUSTERS

- OER Desktop Review
- OER Survey
- Academics' adoption of OER
- Teacher educators' adoption of OER
- OER adoption in one country
- OER impact studies
- Baseline educational expenditure



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ROER4D
Research on Open Educational Resources for Development
/roer4d - ROER-for-DEE





Q & A



THE TRANSFORMATION IN EDUCATION And Challenges

7

Open Educational Practices (OEP)

8

OER

**building more access to
 digital content
 doing old things in new ways**

“Delivering OER to the still dominant model of teacher-centered knowledge transfer will have little effect on equipping teachers, students and workers with the competences, knowledge and skills to participate successfully in the knowledge economy and society... [there is] the need to foster open practices of teaching and learning that are informed by a competency-based educational framework”

OEP

shifts the focus to doing new things (e.g., developing new capacities) in new ways (e.g., using OER).





Open Educational Practices (OEP)

OER

OEP

Open Textbooks **Stage 1**

Open Courseware

Open Simulation Animation

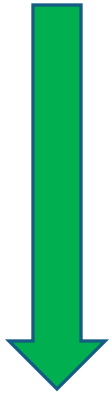
Collaborations Team delivery

Student Centered

Open Educational Practices

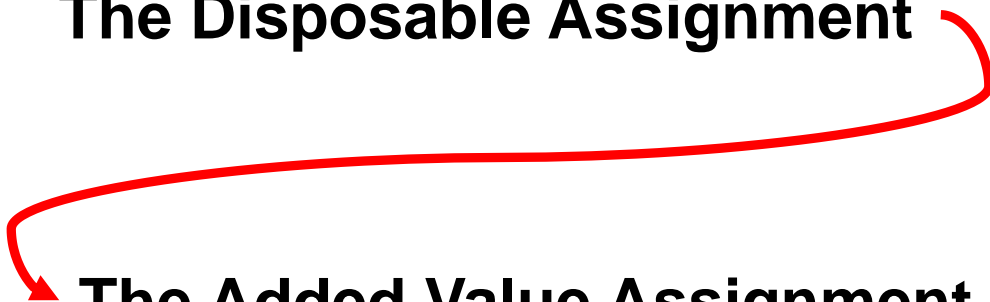
Stage 2

Stage 3



Open Educational Practices (Second Stage) Examples

The Disposable Assignment



The Added Value Assignment

[blogs and wikis,](#)





DAY 2

OER Development Life Cycle

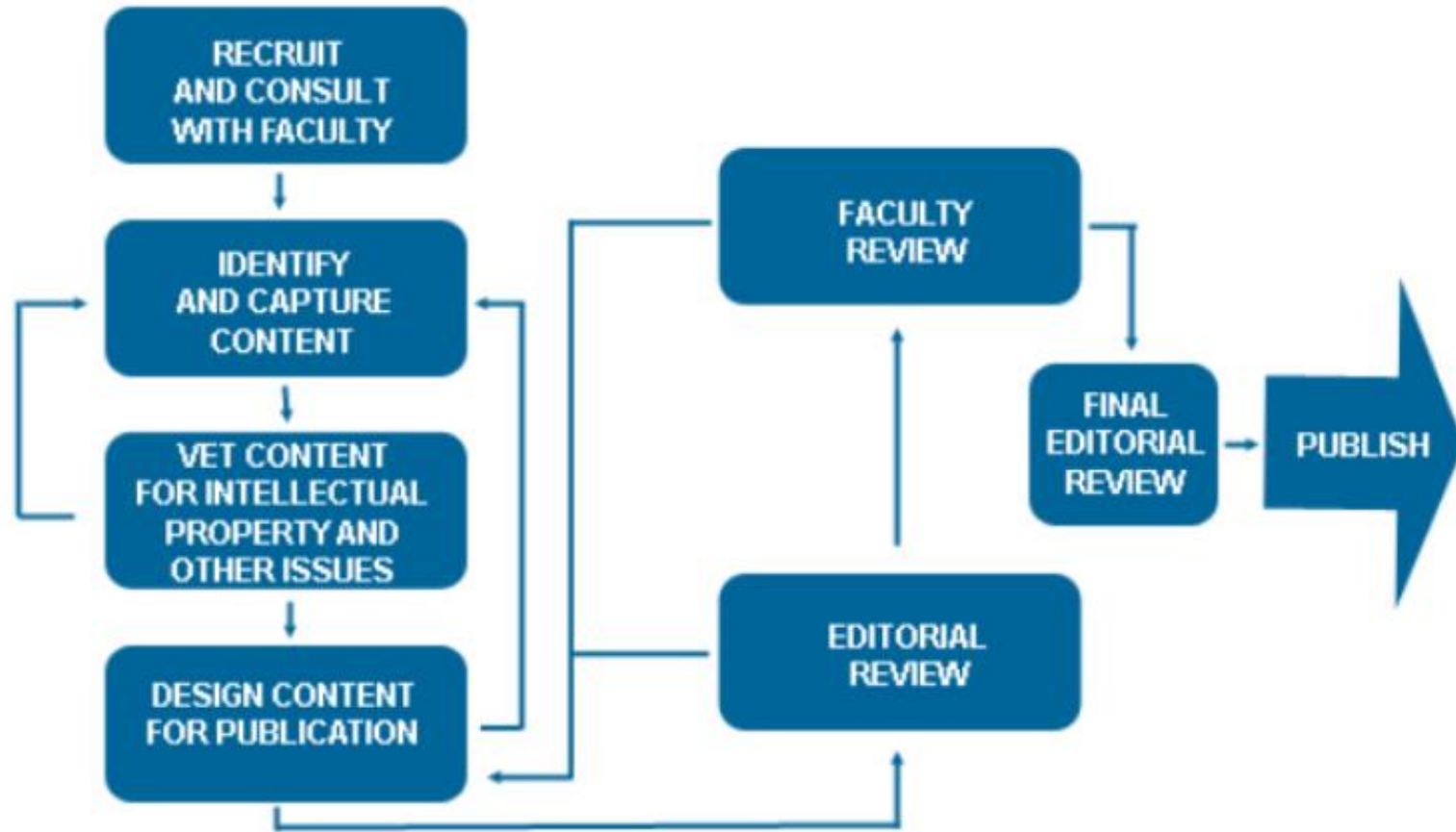
The **OER LIFE CYCLE** begins with a desire or need to learn or teach something. The following sequence of steps illustrates a typical development process:

No	Steps	Description
1.	Find	Search and find OERs using variety of OER search engines and look for existing resource lists made available online by experts.
2.	Create	With a collection of resources at your disposal, start fusing them together to form a learning resource. When creating OERs take into account usability, durability, accessibility and effectiveness, especially regarding format (output).
3.	Localize	Making a resource more useful to a particular situation (contextualizing). This may involve minor corrections and improvements, remixing components, localization and even complete rework for use in diverse contexts.
4.	Remix	Remixing is the act of taking two (or more) OER materials and merging them to form a new OER.
5.	License	Select the appropriate Creative Commons license for your OER project.
6.	Use	This covers the actual use of OER for your context.
7.	Share	Once an OER is finished, make it available for the open education community to re-use and begin the life cycle again.

Before finding and remixing OERs, set the course/module/topic **aims and objectives (and course outline if possible). It might change as you develop, but it is good to have a starting destination (or map).**

Adapted from : <http://openlearn.open.ac.uk/mod/oucontent/view.php?id=397777§ion=3.2> & http://wikieducator.org/OER_Handbook/educator/OER_Lifecycle

Assemble an OER Team





Attributing CC material

- * Best practice is that you label materials with:
 - * **Title**
 - * **Author/copyright owner,**
 - * **Source – Link to work**
 - * **Licence – Name + Link**
- * It is important to always check whether the creator has specified a particular attribution.
- * **Open Attribute** (<http://openattribute.com>) is a tool to assist users of CC material to properly attribute. Once downloaded, it will attribution information for CC licensed content which users can copy and paste into their own work containing CC material.

Where should I place the attribution?

- **For text resources (eg books, worksheets, PowerPoint slides etc), include the attribution details next to CC work or as the footer along the bottom of the page on which the CC work appears.**
- For video works, include the attribution information near the work as it appears on screen during the video.
- For sound recordings (eg podcasts), mention the name of the artist during the recording (like a radio announcement) and provide full attribution details in text near the podcast where it is being stored (eg blog, school intranet, learning management system etc).

ATTRIBUTION



TITLE
(with link to original work)

BY AUTHOR (OR USERNAME)
(with link to author's website, channel, photostream, or otherwise)

LICENSE
(with link)

Lorem ipsum dolor by Agathe (CC BY-SA)

WHERE TO PLACE ATTRIBUTION INFO?



UNDER PHOTO
PREFERRED



AT THE END OF THE POST
GOOD

Using Creative Commons content: Attribution

Creative Commons helps you to easily find materials that you can use, makes permissions and restrictions on use very clear and lets you safely share your work through wider networks. Here are five rules that will help you understand what you can and can't do with licensed resources:

Rule 1: Attribution

When reusing any Creative Commons content, you always need to attribute your sources.

The Creative Commons attribution requirement is about acknowledging your sources fairly. Sometimes the creators specify how they would like to be attributed, but a lot of the time the creators of a work don't say how they want to be attributed. In that case, simply include:

- **the title of the work;**
- **if the resource is hosted online, the web address (URL) where you found the work;**
- **the creator of the work;**

Where should I place the attribution?

- **For text resources (eg books, worksheets, PowerPoint slides etc), include the attribution details next to CC work or as the footer along the bottom of the page on which the CC work appears.**
- For video works, include the attribution information near the work as it appears on screen during the video.
- For sound recordings (eg podcasts), mention the name of the artist during the recording (like a radio announcement) and provide full attribution details in text near the podcast where it is being stored (eg blog, school intranet, learning management system etc).

OPEN Attribution Builder about

Title ?

Content Item Title

URL: URL of the content item

Title

Author ?

Author name

URL: URL of the author page

+ Organization ?

+ Project ?

Attribution ?

clear and start over

License ?

- Choose a license...
- Attribution (CC BY)
- Attribution-ShareAlike (CC BY-SA)
- Attribution-NoDerivs (CC BY-ND)
- Attribution-NonCommercial (CC BY-NC)
- Attribution-NonCommercial-ShareAlike (CC BY-NC-SA)
- Attribution-NonCommercial-NoDerivs (CC BY-NC-ND)
- Public Domain (General)
- Public Domain (CC0)

Version 4.0

This work is a derivative ?

URL: URL of original work

Open Attribution Builder is licensed under [CC BY 4.0](#). Managed by [WA SBCTC](#).

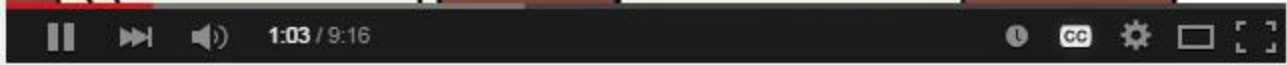


KREB'S CYCLE -
A.K.A. CITRIC ACID CYCLE

- TURNS CARBS, FATS, AND PRTOEIN INTO CARBON DIOXIDE AND WATER
- ALL AEROBIC ORGANISMS USE FOOD FOR YOUR HEALTH



Michelle has been teaching metabolism for years,



Creating OER and Combining Licenses - Full

TheOGRepository

[Subscribe](#) 78

4,152

+ Add to Share ... More

36 0

Up Next



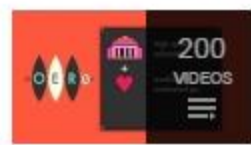
Talk Tech by S 40,86



Dap onli by TE 269,5



The Next by c 16,66



Pop edu by #0



Turn Edu by O 5,675



Julie by M 8,827

Example: Image licensed under CC Attribution licence



Title
Author/copyright own
Source – Link to wor
Licence – Name + Lin

Eid Mubarak by Hamed Saber available at
<http://www.flickr.com/photos/44124425616@N01/1552383685> .
This work is licenced under a [Creative Commons Attribution 4.0 International Licence](#).



Example: Image licensed under CC Attribution licence



"Creative Commons 10th Birthday Celebration San Francisco" by tvol is licensed under CC BY 2.0

OR

Photo by tvol / CC BY

Derivative work



Suppose I made a change on it

This work, "my work", is a derivative of "[Creative Commons 10th Birthday Celebration San Francisco](#)" by [tvol](#), used under [CC BY](#).
"90fied" is licensed under [CC BY](#) by [khalaf Altell].

Original Title, Author, Source, and License are all noted

Derivative? "This work, "my work", is a derivative of..."

New author of the derivative work is also noted

Example this Power Point presentation Off Line



OER Workshop Jordan
University by khalaf AlTell is licensed
under a [Creative Commons Attribution
4.0 International License](#).

Title
Author/copyright own
Source – Link to wor
Licence – Name + Lin

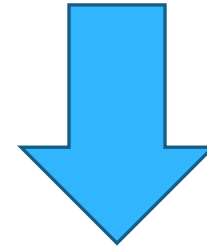
Licensing



Texts
Image
Video

Original Work

Derivative work



Problem of Mixing Licenses

Off Line or Non-digital



CC Licence Chooser Original Work

- * <http://creativecommons.org/choose/>
- * The licence chooser asks questions to determine which licence best suits your needs, and it then produces:
 - * The correct licence;
 - * The hyperlink to the correct licence summary information;
 - * The HTML code to insert into websites to generate the licence, information and links.



Guide Line

STEP 1 - Identify your intentions

do you want people to be able to adapt your content?

do you want people to use the same license as you have? ..etc.

STEP 2 - Assess your policy framework

get to know your institutional policy

examine the intellectual property (IP)

stipulations in your grant agreements and contracts

review co-authorship arrangements

STEP 3 - Select and apply your license

familiarise yourself with Creative Commons licensing

practice applying the license to various content types

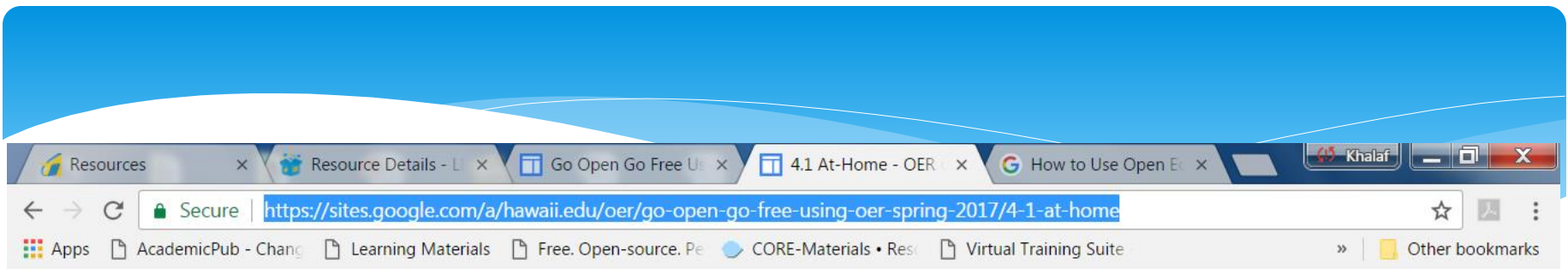
consider license compatibility

Distinguishing between CC material and Third Party Material

- **Third Party Material not licenced under CC:**
 - **If you have permission from the copyright owner to reproduce the material you should check with them how they would like to be attributed.**
 - **If you publish material owned by someone else, you should always clearly indicate the source of the material in the footer of each page.**
 - **When you incorporate works, such as illustrations, photographs or charts which are owned by someone else, into a resource, you should include the copyright information next to the actual work.**
 - **Example attribution of Third Party Material: “Reproduced and made available for [whatever rights are given – eg educational purposes] with the permission of [insert copyright owner/attribution information].”**

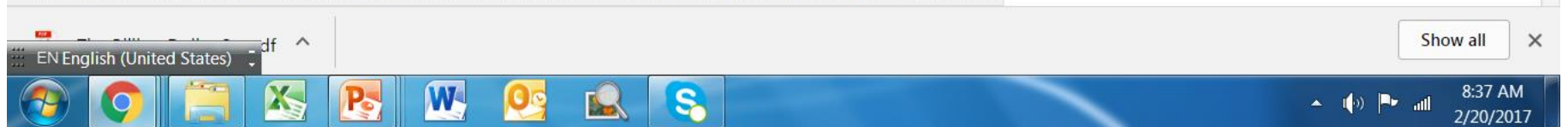


Searching How to Find OER



We will be using the Open Washington site to familiarize ourselves with Open Textbooks, Course Materials, Videos, and Images. If you are teaching a highly-enrolled subject with high-cost commercial textbooks, you may be able to find an open textbook that meets your needs. This is the easiest way to adopt OER because you could adopt the OER textbook in its entirety or adopt it and make modifications as you teach with it over the course of several semesters.

https://sites.google.com/a/hawaii.edu/oer/go-open-go-free-using-oer-spring-2017/4-1-at-home/4.1_Find_OER.png?attredirects=0



How to find OER

- * General Search
- * Photo/image Search
- * Video Search
- * Audio/Music Search
- * General Education Search
- * Specific Education Search
- * Recorded Lectures & Video Tutorials Search
- * Open Textbook Search
- * Simulation and Animation Search

General search

- * Creative Commons
- * Google

Donate to Freedom and Sharing: CC's Annual Campaign

[Donate now](#)

I want something that I can... use for *commercial purposes*;
 modify, adapt, or build upon.

Search using:

Europeana
Media

Flickr
Image

Fotopedia
Image

Google
Web

Google Images
Image

Jamendo
Music

Open Clip Art Library
Image

SpinXpress
Media

Wikimedia Commons
Media

YouTube
Video

Please note that search.creativecommons.org is *not a search engine*, but rather offers convenient access to search services provided by other independent organizations. CC has no control over the results that are returned. *Do not assume that the results displayed in this search portal are under a CC license.* You should always verify that the work is actually under a CC license by following the link. Since there is no registration to use a CC license, CC has no way to determine what has and hasn't been placed under the terms of a CC license. If you are in doubt you should contact the copyright holder directly, or try to contact the site where you found the content.

[Add CC Search](#) to your browser.
[Learn how](#) to switch to or from CC Search in your Firefox search bar.

English [Help Translate](#)



Except where otherwise **noted**, content on this site is licensed under a **Creative Commons Attribution 3.0 License**

Google Advanced Search

- * When searching the web for general information, you can filter so that the search results given are only free, openly licenced materials.
- * To apply the filter you must first go into your advanced search settings, which are found in the settings tab on the right hand side of your search result.

About 521,000,000 results (0.14 seconds)

[Cat & Kitten Adoptions - Make your next cat a rescue](#)

Ad www.dchanimalrescue.org.au/

A life saved is a friend for life.

[Cat - Wikipedia, the free encyclopedia](#)

en.wikipedia.org/wiki/Cat

The domestic **cat** (*Felis catus* or *Felis silvestris catus*) is a small, usually furry, domesticated, and carnivorous mammal. It is often called the housecat when kept ...
African wildcat - Creme Puff - List of cat breeds - Cats and humans

[Funny Cats, Sweet Kittens - CUTE Video EVER! - YouTube](#)

www.youtube.com/watch?v=V_53FZBTuxk

May 22, 2013 - Sweet Kitty A cute little Funny kittens plays in his own, beautiful pink world Sweet cat, Sweet kitten,, cats, kitty, kittens, cute,

[News for cats](#)



Headlines & Glob...

[Scientist: Cats think their owner is an overgrown oaf of a cat](#)

CBS News - 3 hours ago

British biologist says **cats** were never bred for companionship the way that dogs were.

[Scientist: Cats think you are just a big, stupid cat](#)

CNET - by Chris Matusezyuk - 2 days ago

www.google.com.au/advanced_search?q=cats&safe=active&espv=210&es_sm=93&biw=809&bih=392&hl=en

Cat

Animal

The domestic cat is a small, usually furry, domesticated, and carnivorous mammal. It is often called the housecat when kept as an indoor pet, or simply the cat when there is no need to distinguish it from other felids and felines. [Wikipedia](#)

Scientific name: Felis catus

Lifespan: 12 – 14 y (Male, Domesticated, Newborn)

Gestation period: 64 – 67 d

Daily sleep: 12 – 16 h

Mass: 4 – 5 kg (Domesticated)

Rank: Species

Breeds



Persian



Siamese



Maine Coon



Ragdoll

- Search settings
- Languages
- Turn off SafeSearch
- Advanced search**
- Web History
- Search help



Advanced Search

Find pages with...

all these words:

this exact word or phrase:

any of these words:

none of these words:

numbers ranging from:

to

To do this in the search box

Type the important words: `tricolor`

Put exact words in quotes: `"rat term"`

Type OR between all the words you want

Put a minus sign just before words you do not want:
`-rodent, -"Jack Russell"`

Put 2 periods between the numbers and a space:
`10..35 lb, $300..$500, 2010..`

Then narrow your results by...

language:

any language

Find pages in the language you select.

region:

any region

Find pages published in a particular region.

last update:

anytime

Find pages updated within the time you specify.

site or domain:

Search one site (like `wikipedia.org`) or several sites (like `.edu, .org` or `.gov`).

terms appearing:

anywhere in the page

Search for terms in the whole page, page headers, or the page you're looking for.

SafeSearch:

Show most relevant results

Tell [SafeSearch](#) whether to filter sexually explicit content.

reading level:

no reading level displayed

Find pages at one reading level or just view all.

file type:

any format

Find pages in the format you prefer.

usage rights:

free to use share or modify

Find pages you are free to use yourself.

Advanced Search

Photo/Image Search

- * [CC Search](#)
- * [Wikimedia Commons](#)
- * [Flickr](#)
- * [Google Images](#)
- * [Pixabay](#)
- * [Europeana](#)
- * [Open Clip Art Library](#)
- * [Encyclopedia of Life](#)
- * [Public Library of Science](#)
- * [CC finder](#)

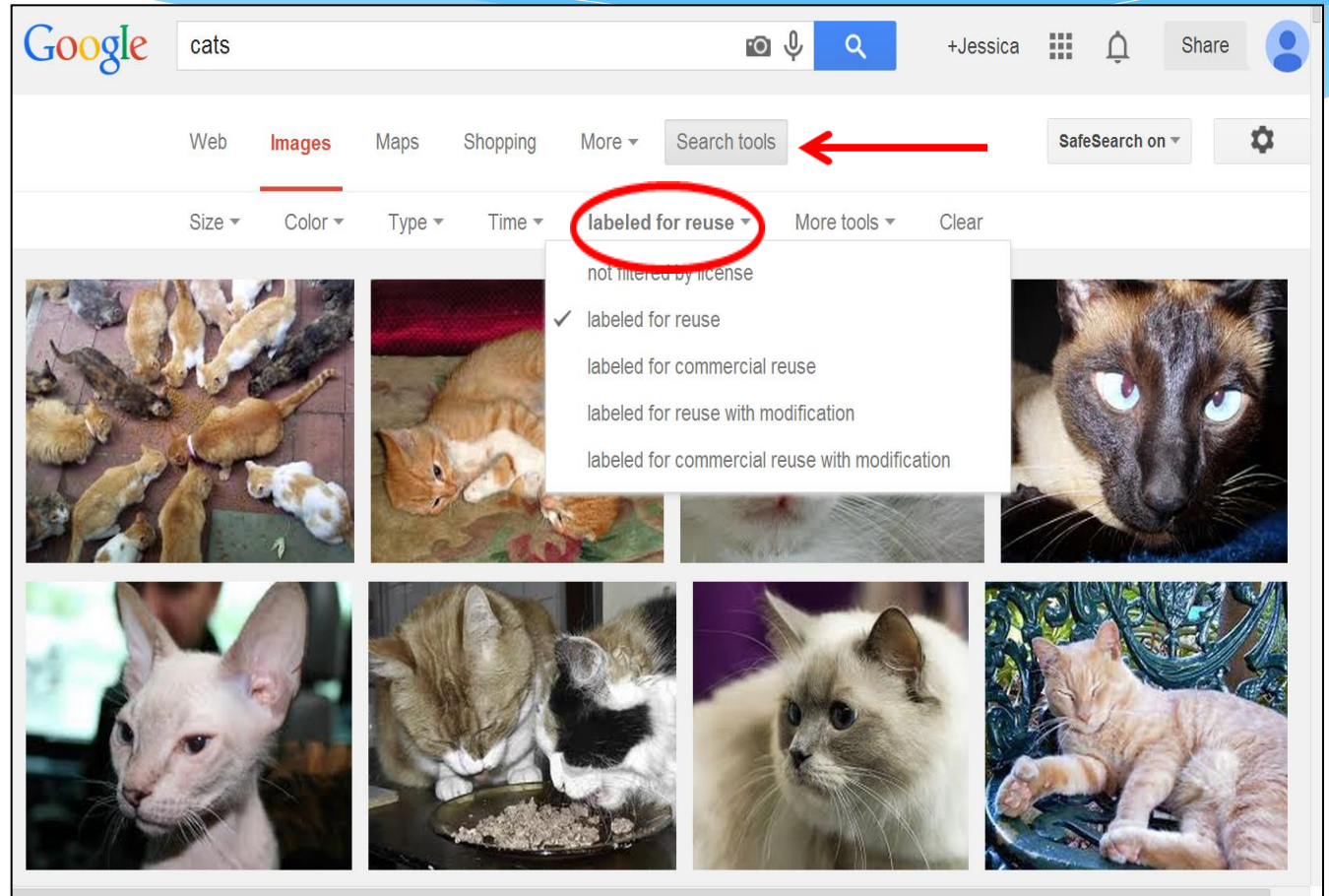
Searching Google for Openly Licenced Images

- * Advance search as describe above; or
- * Google recently launched a simpler way to filter Google images by reuse rights (ie, openly licenced resources).

Google Images

After you search for an image, all you have to do is click “Search tools” and select the “Usage Rights” that reflect your use.

All four usage rights allow for educational use.



Video Search

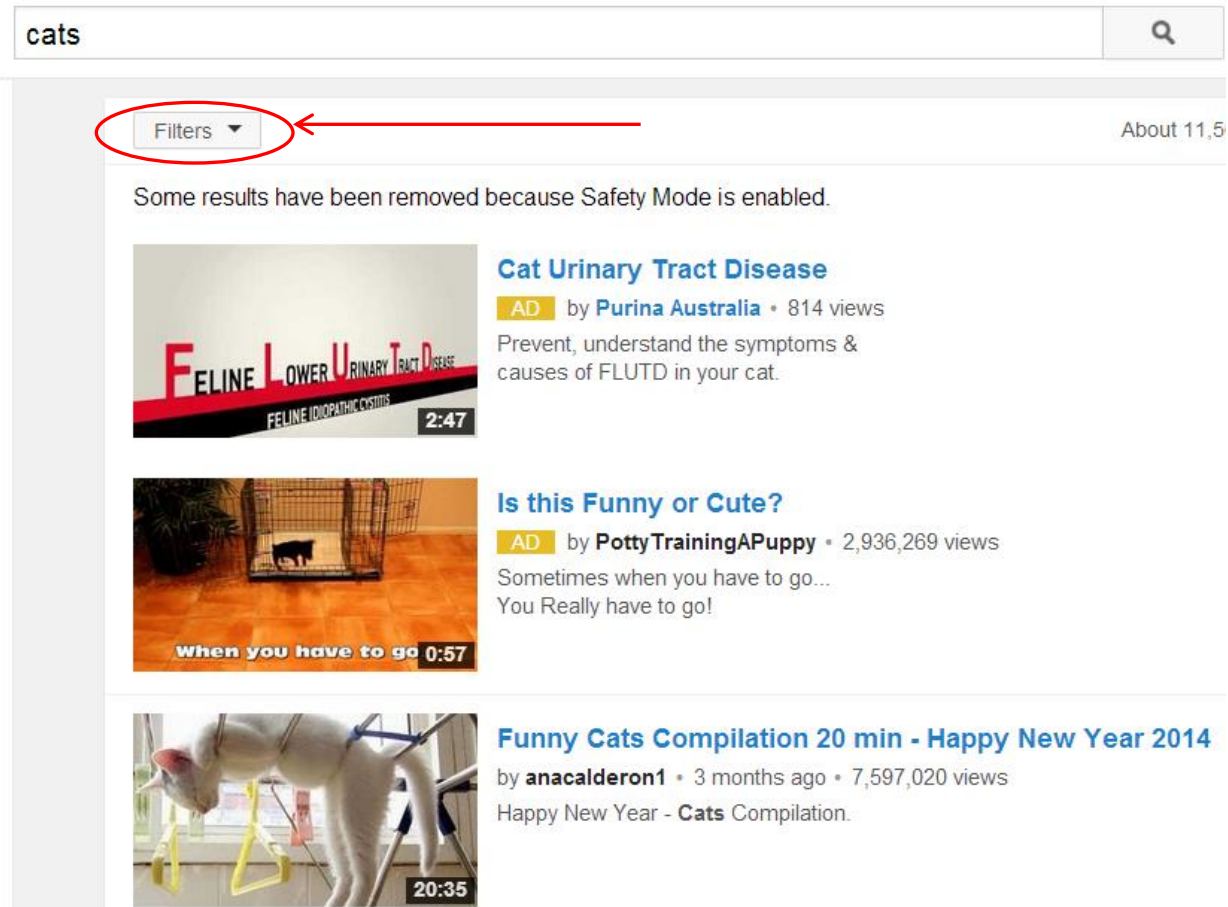
- * [YouTube](#)
- * [Vimeo](#)
- * [Ted – Ideas Worth Spreading](#)
- * [Al Jazeera](#)

YouTube

- * There are a number of ways to find YouTube videos that are licensed under CC:
 - * use the [CC Search](#) tool described above.
 - * <http://www.youtube.com/creativecommons> lets you see the most viewed and most reused CC licensed videos.
 - * in your search you can include the term “creativecommons”, and the videos returned will be CC licensed.
 - * or you can filter for Creative Commons licenced videos after you search.

YouTube – filter for CC videos

- * After you do a search, click on the filters option, and under ‘Features’ selected Creative Commons.



The screenshot shows a YouTube search results page for the query 'cats'. At the top, there is a search bar containing the text 'cats' and a magnifying glass icon. Below the search bar, a 'Filters' button is circled in red, with a red arrow pointing to it from the right. To the right of the 'Filters' button, the text 'About 11,5' is visible. Below the search bar, a message states: 'Some results have been removed because Safety Mode is enabled.' The search results are displayed in a list format. The first result is an advertisement titled 'Cat Urinary Tract Disease' by 'Purina Australia', with 814 views. The video thumbnail shows a sign that reads 'FELINE LOWER URINARY TRACT DISEASE' and 'FELINE IDIOPATHIC CYSTITIS'. The second result is an advertisement titled 'Is this Funny or Cute?' by 'PottyTrainingAPuppy', with 2,936,269 views. The video thumbnail shows a black cat in a wire cage. The third result is a video titled 'Funny Cats Compilation 20 min - Happy New Year 2014' by 'anacalderon1', with 7,597,020 views. The video thumbnail shows a white cat sitting on a chair.


YouTube – filter for CC videos

cats 🔍 About 11,500,000


Filters ▾

Upload Date	Result Type	Duration	Features	Sort by
Last hour	Video	Short (~4 minutes)	HD (high definition)	Relevance
Today	Channel	Long (20~ minutes)	CC (closed caption)	Upload date
This week	Playlist		Creative commons	View count
This month	Movie		3D	Rating
This year	Show		Live	
			Purchased	


Some results have been removed because Safety Mode is enabled.



Cat Urinary Tract Disease
AD by Purina Australia • 814 views
Prevent, understand the symptoms & causes of FLUTD in your cat.



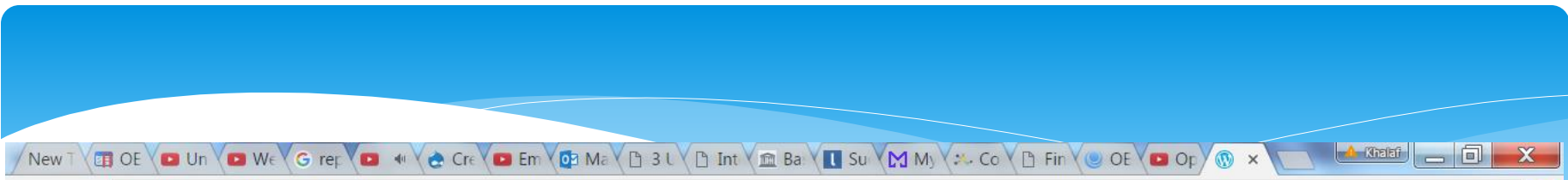
Is this Funny or Cute?
AD by PottyTrainingAPuppy • 2,936,269 views
Sometimes when you have to go...
You Really have to go!



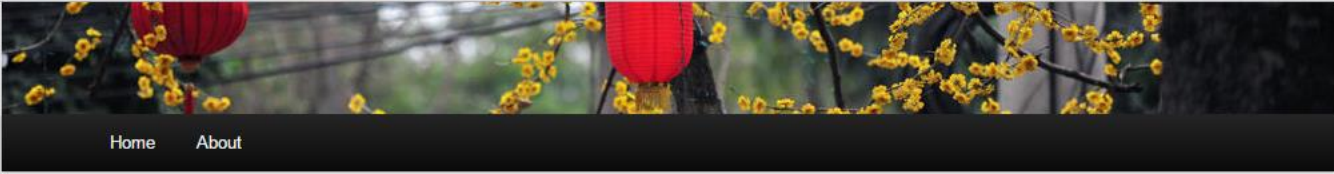
Funny Cats Compilation 20 min - Happy New Year 2014

General Education Search

- * [OER Commons](#)
- * [The Orange Grove Digital Repository](#)
- * [Connexions](#)
- * [Curriki](#)
- * [WikiEducator](#)
- * [Saylor Academy](#)
- * [Wikiversity](#)
- * [LiveBinder by Karen Fasimpaur - Open Educational resources: Share, Remix, Learn](#)
- * [Open Education Europa](#)



← → ↻ <https://oerqualityproject.wordpress.com/2012/10/22/directory-of-oer-repositories/> ☆



Posted on [October 22, 2012](#)

[← Previous](#) [Next →](#)

Directory of OER repositories

[Tweet #OER](#)

Last update: 6th August 2014 –

Thanks to [@OERhub team](#) – [@nopiedra](#) – [@EbbaOssian](#) for sharing the data collected in their projects

After weeks and weeks digging on the internet, reviewing hundreds of OER initiatives, projects, blogs and hashtags, and also harassing other OER enthusiasts and experts in twitter, I managed to develop a first version of a directory of OER repositories.

[Follow](#)

3_using_open....doc ^ 5_putting_op....d... ^ Multimedia-....docx ^ [تم تحويل الكاتب "....html](#) ^ [Basic Learnin....html](#) ^ [Show all](#) ×





Q & A



Mixing Licenses



CREATIVE COMMONS LICENCES



Remix: Which Creative Commons licensed resources can be combined with which?

	PUBLIC DOMAIN	PUBLIC DOMAIN	BY	BY SA	BY NC	BY ND	BY NC SA	BY NC ND
PUBLIC DOMAIN	✓	✓	✓	✓	✓	✗	✓	✗
PUBLIC DOMAIN	✓	✓	✓	✓	✓	✗	✓	✗
BY	✓	✓	✓	✓	✓	✗	✓	✗
BY SA	✓	✓	✓	✓	✗	✗	✗	✗
BY NC	✓	✓	✓	✗	✓	✗	✓	✗
BY ND	✗	✗	✗	✗	✗	✗	✗	✗
BY NC SA	✓	✓	✓	✗	✓	✗	✓	✗
BY NC ND	✗	✗	✗	✗	✗	✗	✗	✗

More In the Practice sessions

Remixing content without modification

Rule 2: Using content without modification

You are free to use any Creative Commons content without modification or adaptation, so long as you attribute your sources, retain the original Creative Commons licence, and the use is Non Commercial.

This means that you can go online to find any Creative Commons content, and:

- **make copies, e.g. copying a lesson plan, copying worksheets;**
- **share it with other educators;**
- **post it online - on the school's website or school intranet;**
- **perform the work (e.g. music or plays);**
- **include it in other documents, e.g. copy images into your presentation (without changing the images themselves).**

Creating OER and Combining Licenses





Browser tabs: New Tab x, Creati x, Unde x, Web2 x, G repur x, YouTube x, Creati x, Embe x, Mail - x, Intell x, SCA I x, Khalaf

Address bar: www.web2rights.com/OERIPRSupport/creativecommons/



OER IPR Support Creative Commons Licence Compatibility Wizards

Wizard 1- I have some Creative Commons Licensed Resources...



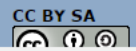
Wizard 1

I have some Creative Commons licensed resources which I wish to blend in an OER. I want to make my OER available under a single Creative Commons licence, and I want to know which Creative Commons licences are compatible with the existing licences for my resources.

Select the Creative Commons licences under which your resources are already licensed which you wish to blend together:

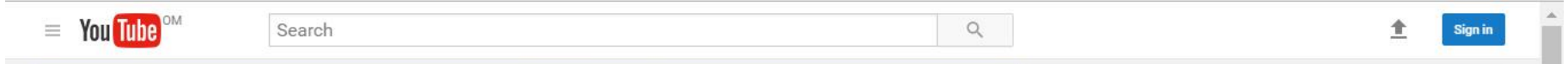
- CC ZERO
- CC BY
- CC BY SA
- CC BY NC
- CC BY ND
- CC BY NC SA
- CC BY NC ND

You can issue your blended resource or adaptation of resources under the following Creative Commons Licence(s)



Taskbar: LICENSING DE...p... ^, COPYRIGHT D...pdf ^, 6 Decemberdocx ^, Top Tips.doc ^, Model Conse...doc ^, Show all x

Windows Taskbar: Start button, File Explorer, Chrome, Word, OneDrive, PowerPoint, Excel, Search, Task View, System tray (EN, volume, network, battery), 4:19 PM 9/15/2016



Web2Rights



301 views

Up next Autoplay


Everything is a Remix - The trouble with intellectual property.
 Roman Romulanec
 13,782 views


أروع 10 عروض في برنامج المواعيد البريطاني لسنة 2016 HD
 أمريكانو - Recommended for you
 26:15


Turning a Resource into an Open Educational Resource (OER)
 OERIPRSupport
 8,789 views
 5:11


OER in Healthcare - Legal and Ethical Challenges
 OERIPRSupport
 379 views
 13:15


Open Data Licensing Animation - OERIPR Support
 OERIPRSupport
 2,757 views
 7:02





Risk Management Calculator

[created as part of the Web2Rights OER Support Project](#)

Overview

This Risk Management Calculator can be used to help understand the types of factors that might determine specific levels of risk. It is likely to be of greatest use for OER (Open Educational Resources) and other projects who want help to understand the types of variables which might affect their use of materials such as Orphan Works (works in copyright for which the rights holders are unknown or cannot be traced) <http://www.iisc.ac.uk/publications/reports/2009/infromthecold.aspx>. The **Indicative Risk Value** which is displayed is graded low, medium or high and is an entirely indicative value. Risk management is not an exact science, and should always be approached with a full understanding of the issues affecting risk and the likely impact of such decisions. The purpose of this Risk Management Calculator is to provide a tool which you might use, as part of your risk assessment.

Further information and templates can be found at: www.web2rights.com/OERIPSupport and <http://sca.iiscinvolve.org/wp/>

INSTRUCTIONS

Step One: Select the type of work from the list below, for which you wish to ascertain the level of risk based .

Step Two: Select the criteria relevant to your work according to the drop down options which are available. These are the types of criteria which might affect the level of risk. This is not an exhaustive list. The **Indicative Risk Value** is calculated by a multiplication of the factors you have selected.

Step Three: Select the end use licence under which you will be making your content available to end users.

Step Four: An **Indicative Risk Value** will be displayed. You might use this **Indicative Risk Value** as one tool which can help you when you are assessing risk. Depending upon the level of risk, you may choose to consider how the **Indicative Risk Value** might be reduced by selecting alternative content.

Step Five: If, having carried out an appropriate Risk Assessment, your project and/or institution decides to use the content, you should consider putting in steps to mitigate potential risks, such as "reasonable searches", a Notice and Take Down Policy and Procedures, possible insurance and/or other operational and governance related measures. Further information and templates can be found at: www.web2rights.com/OERIPSupport and www.web2rights.com/SCAIPRModule

Step Six: Repeat the process for each layer of content.

Remixing through modification and adaptation

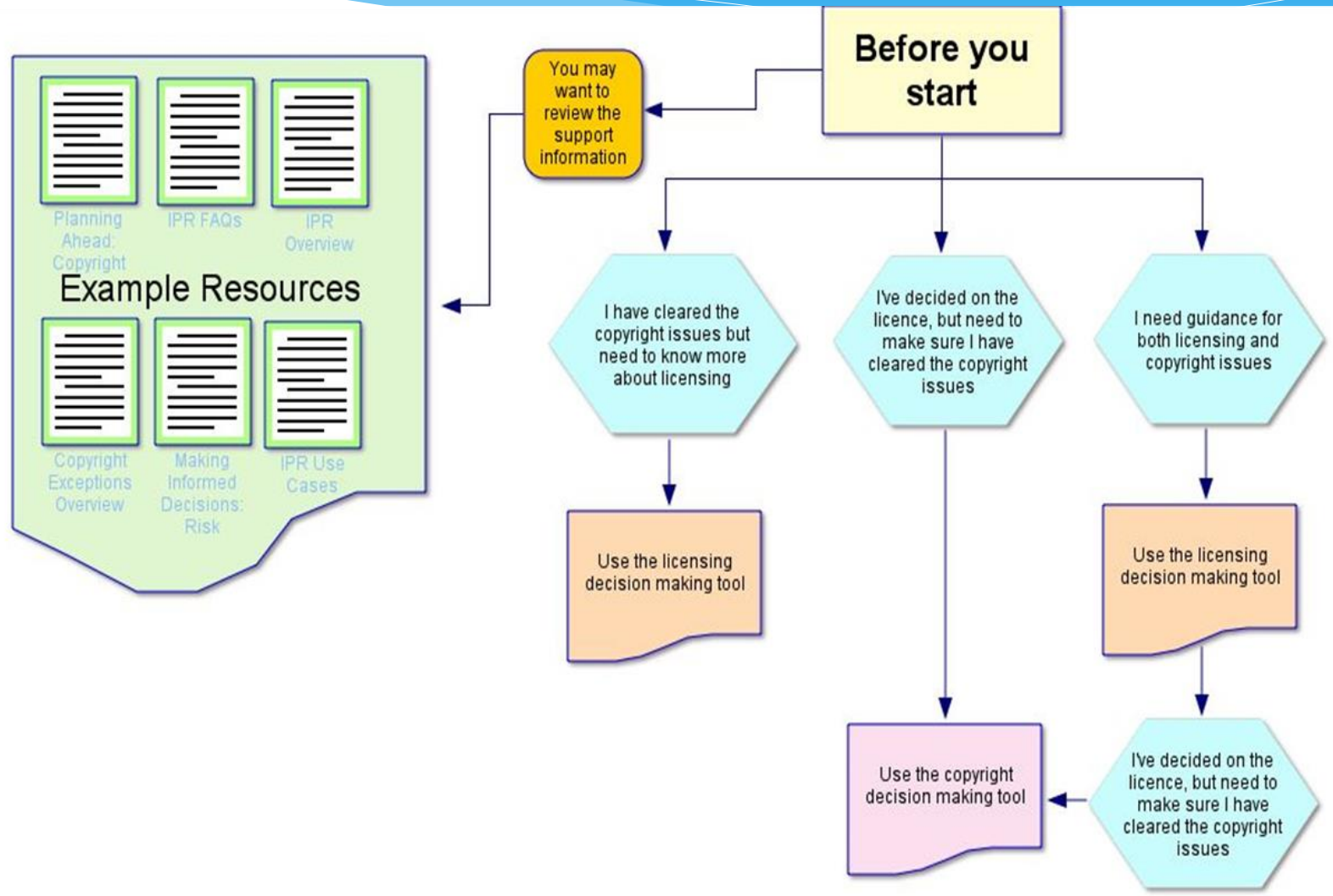
Rule 3: CC0, CC Attribution and CC Attribution – Non Commercial

Creative Commons content under CC0, CC-BY and CC-BY-NC licences can be used freely (non-commercially, in the case of Non Commercial). You can do what you like, as long as you attribute your sources

Rule 4: Share-Alike

Creative Commons content licensed with Share-Alike can be used freely (including adaptation), as long as you make the original or adapted version available under the same Share-Alike licence

Where to Start?





2001

OER

2006/7

OEP



What is Open Educational Practices (OEP)

“OEP are defined as practices which support the (re)use and production of OER through institutional policies, promote innovative pedagogical models, and respect and empower learners as co-producers on their lifelong learning path”

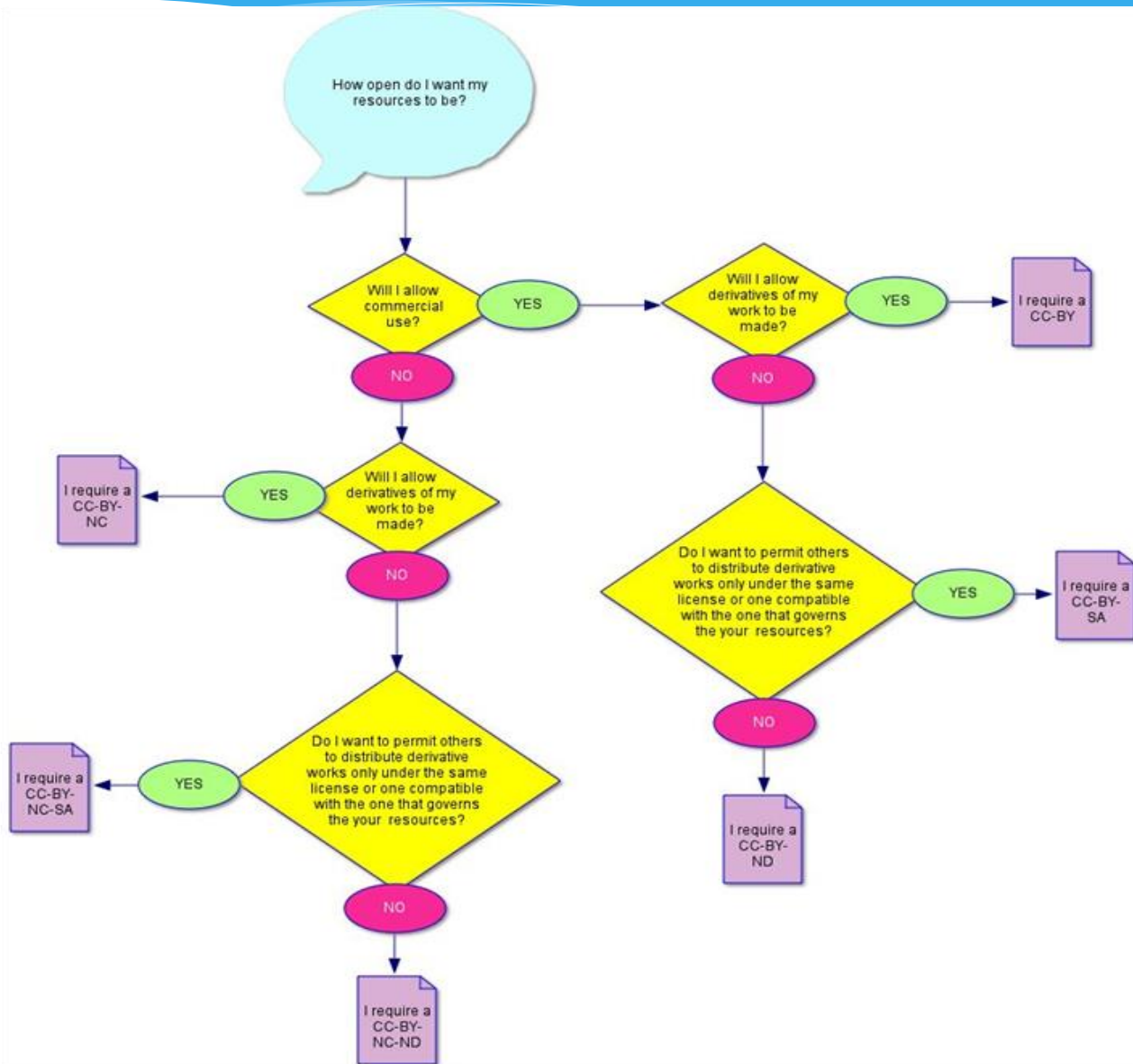
The availability of Open Educational Content is no more an educational issue

This work is **licensed** under a [Creative Commons Attribution 3.0 Unported License](#). This License is registered for Dr. Khalaf Al-Tell

What do we mean by Open Educational Practices?:

The pure existence of OER does not ensure the actual use of these resources in educational work. Therefore the term OEP (open educational practices) describe practices which support the (re)use and production of OER through institutional policies, promoting innovative pedagogical models as well as respect and empowerment learners as co-producers on their lifelong learning journey. Whereas OER focuses on content and resources, OEP represents the practice in which an educational method is used to create an educational environment in which OER are used or created as learning resources.

Licensing Decision Tool

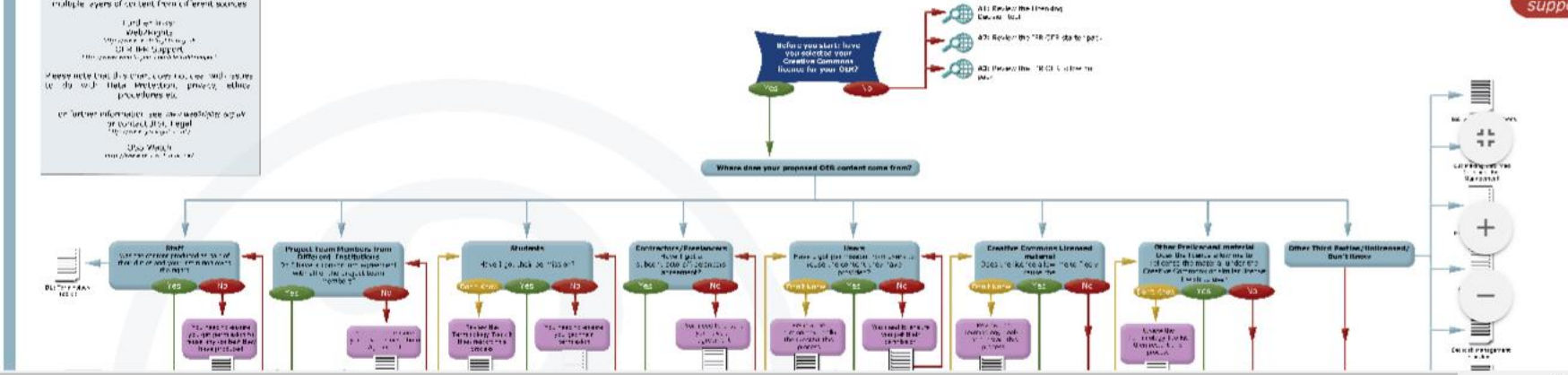


COPYRIGHT DECISION TOOL.pdf

1 / 1

Copyright Decision Tool: How do I clear the rights for my OER?

Instructions for use
 Use this chart to understand the rights issues which may arise in content you wish to use in your OER, and the steps you can take, in order to clear all the relevant rights. Remember to repeat this process for each piece of content, because there might be multiple layers of content from different sources.
 Further help and support is available at: www.web2rights.com or by contacting the OERIPRS support team.
 Please note that this chart, copy text, and other content do not constitute legal advice. For further information, see the website www.web2rights.com or contact the OERIPRS support team.
 OERIPRS support





Search Utah MY OCU Intro TAA Web 'qual J App Mail Oper Web New Tab Crea C x Khalaf

www.web2rights.com/OERIPRSupport/creativecommons/

Apps AcademicPub - Chang Learning Materials Free. Open-source. Pe CORE-Materials • Res Virtual Training Suite Other bookmarks



OER IPR Support

Creative Commons Licence Compatibility Wizards

Instructions

These Creative Commons Compatibility Wizards can be used to determine the range of Creative Commons licences which are compatible with each other when blending Creative Commons licensed resources to create new Open Educational Resources. Further information can be found at: www.web2rights.com/OERIPRSupport

Use Wizard 1 if you want to take Creative Commons licensed resources, blend them in an OER, and make your OER available under a single Creative Commons licence. Wizard 1 will tell you which Creative Commons licences are compatible.

Use Wizard 2 if you have already chosen which Creative Commons licence you want to use to license out your OER, and want to know which Creative Commons licensed resources you can blend in your OER, which would be compatible with your chosen end-use licence.

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Windows taskbar with icons for Internet Explorer, Google Chrome, File Explorer, Microsoft Excel, Microsoft PowerPoint, Microsoft Word, OneNote, Search, and Skype. System tray shows EN, volume, network, and date/time: 8:08 PM 2/13/2017



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www.web2rights.com/OERIPRSupport/risk-management-calculator/

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Risk Management Calculator

created as part of the [Web2Rights OER Support Project](#)

Overview

This Risk Management Calculator can be used to help understand the types of factors that might determine specific levels of risk. It is likely to be of greatest use for OER (Open Educational Resources) and other projects who want help to understand the types of variables which might affect their use of materials such as Orphan Works (works in copyright for which the rights holders are unknown or cannot be traced) <http://www.jisc.ac.uk/publications/reports/2009/infromthecold.aspx>.

The **Indicative Risk Value** which is displayed is graded low, medium or high and is an entirely indicative value.

Risk management is not an exact science, and should always be approached with a full understanding of the issues affecting risk and the likely impact of such decisions. The purpose of this Risk Management Calculator is to provide a tool which you might use, as part of your risk assessment.

Further information and templates can be found at: www.web2rights.com/OERIPRSupport and <http://sca.jiscinvolve.org/wp/>

INSTRUCTIONS

Step One: Select the type of work from the list below, for which you wish to ascertain the level of risk based .

Step Two: Select the criteria relevant to your work according to the drop down options which are available. These are the types of criteria which might affect the level of risk. This is not an exhaustive list. The **Indicative Risk Value** is calculated by a multiplication of the factors you have selected.

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Windows taskbar with icons for Internet Explorer, Google Chrome, File Explorer, Microsoft Excel, Microsoft PowerPoint, Microsoft Word, OneNote, Search, and Skype. System tray shows EN, volume, network, and time: 8:08 PM 2/13/2017.

Search Uta! MMT OERW Intro TAA Wel in 'qua J App Mail Ope Wel New Tal Cre OEF x Khalaf

www.web2rights.com/OERIPRSupport/howopenareyou/

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How Open Are You?

created as part of the Web2Rights OER Support Project

Instructions [Show / Hide](#)

[Click here to reset.](#)

Using this Wizard will help the user to assess:

- The readiness of their organisation to release resources under Creative Commons (CC) licences and other open content licences
- Which areas of activity across their organisation are CC or equivalent ready, and what they can do to improve their organisation's proposed "open" activities

This Wizard is aimed at project managers or resource producers in JISC funded Open Educational Resources (OER) projects, and supports [Section 11 of the JISC Terms and Conditions of Funding](#), which requires an open approach to the licensing of OER. It will however, have a wider applicability in any public sector/not for profit organisation releasing content under CC licences and other open content licences, both nationally and internationally.

The areas of activity in the Wizard are based on the [Strategic Management of Intellectual Property Rights for OER in UK Higher Education briefing paper](#).

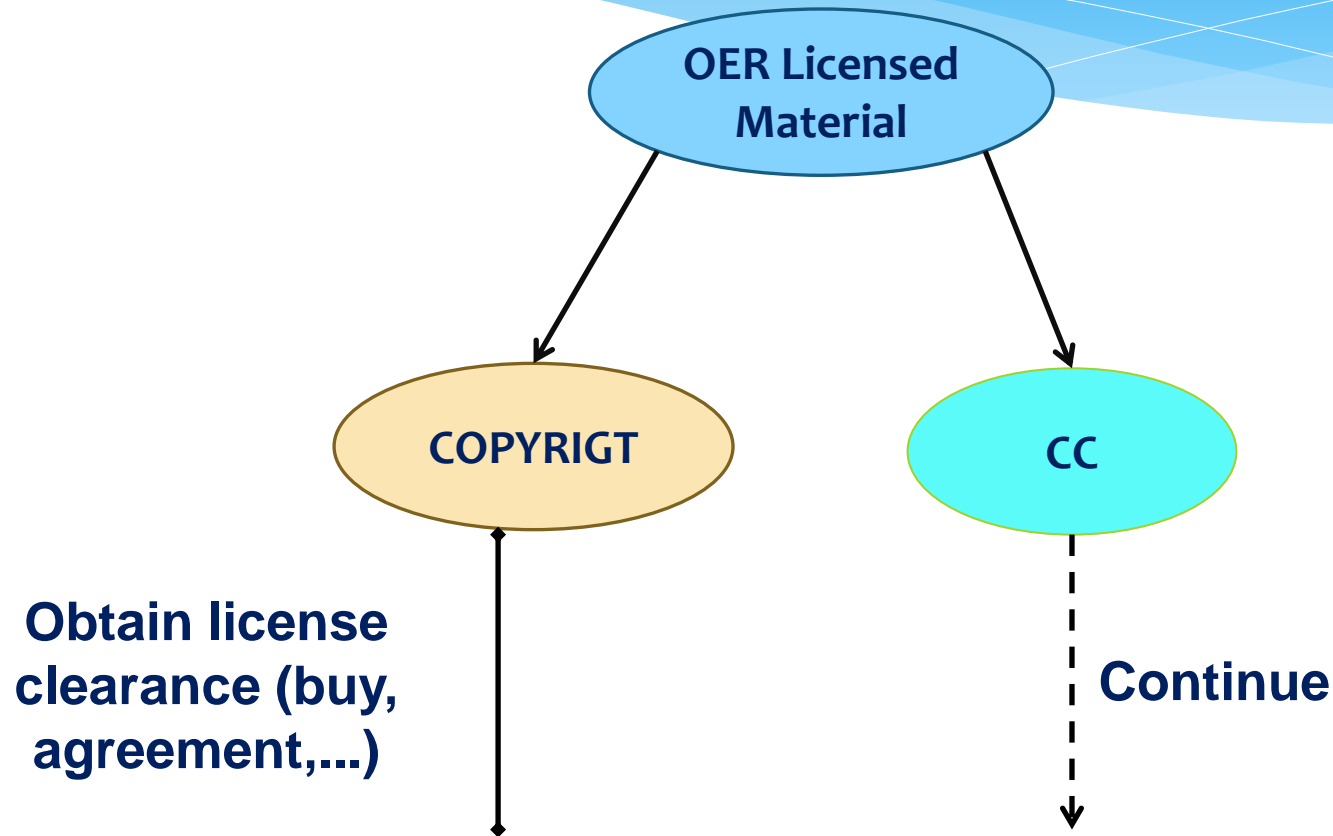
This Wizard assigns scores to different areas of organisational activity, and by working through the Wizard you can gain up to a maximum score of 150. The scores for different areas of activity are based on the informed but subjective views of the OER IPR Support team who created the Wizard, and should only be used as an *indication* of an organisation's readiness to release resources under open content licences. The scores should not be taken as a definitive legal view. It is the organisation's responsibility to ensure they have the necessary policies and procedures in place, as well as any third party permissions to

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EN 8:09 PM 2/13/2017

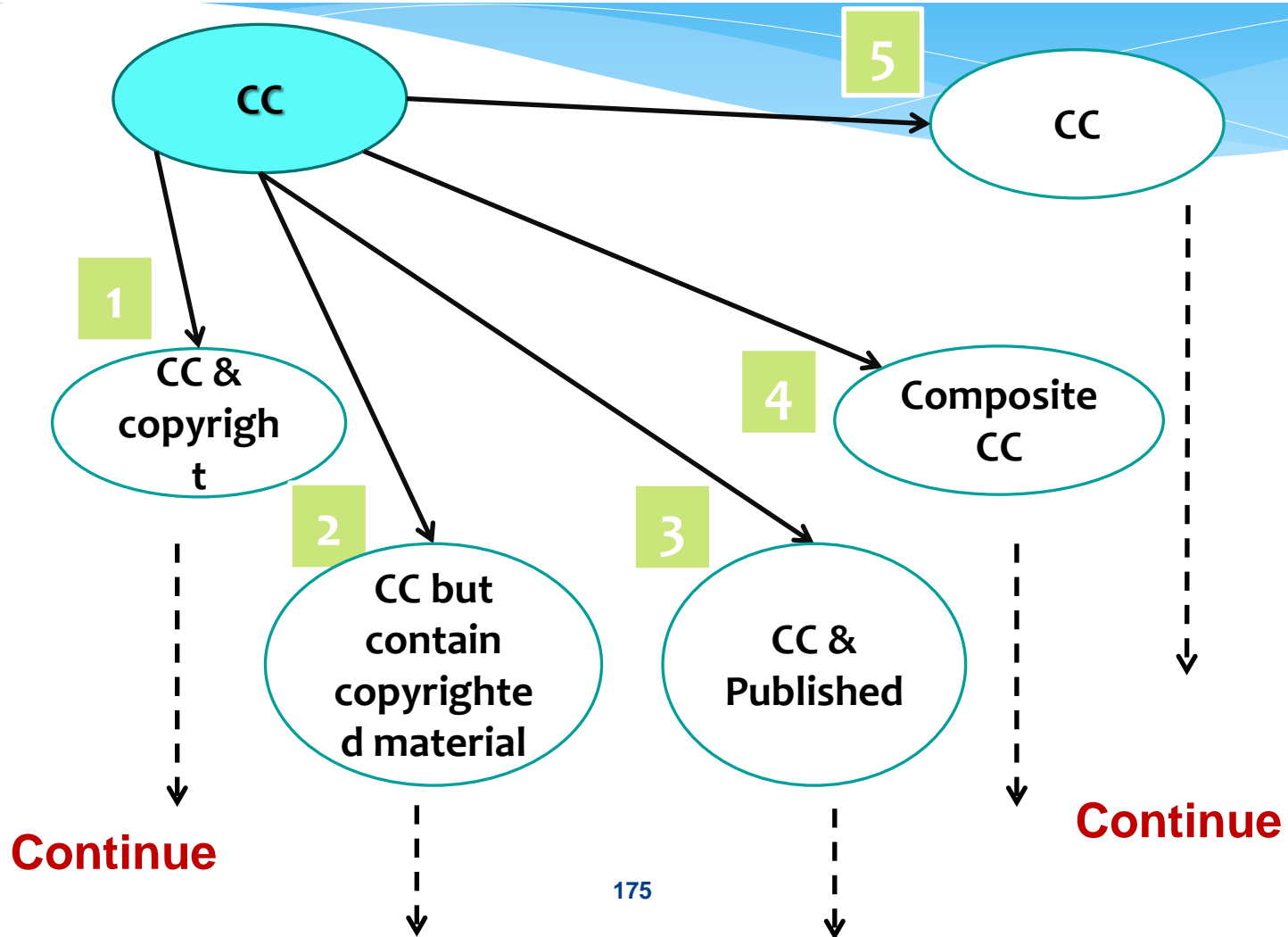
CHECKING LICENSING

Of course you want to use OER content, but are all of them the same?



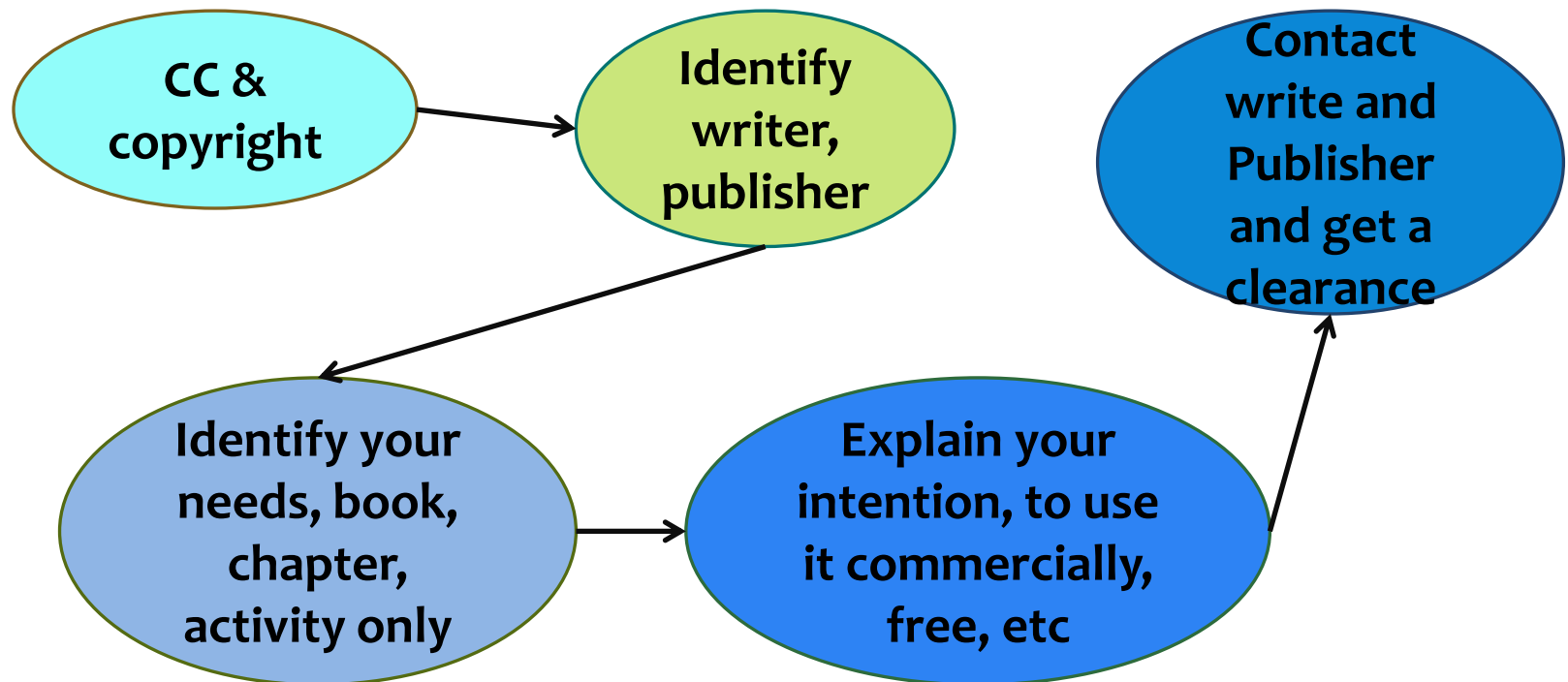
CHECKING LICENSING

Of course you want to use OER contents and textbooks, but are all of them the same?



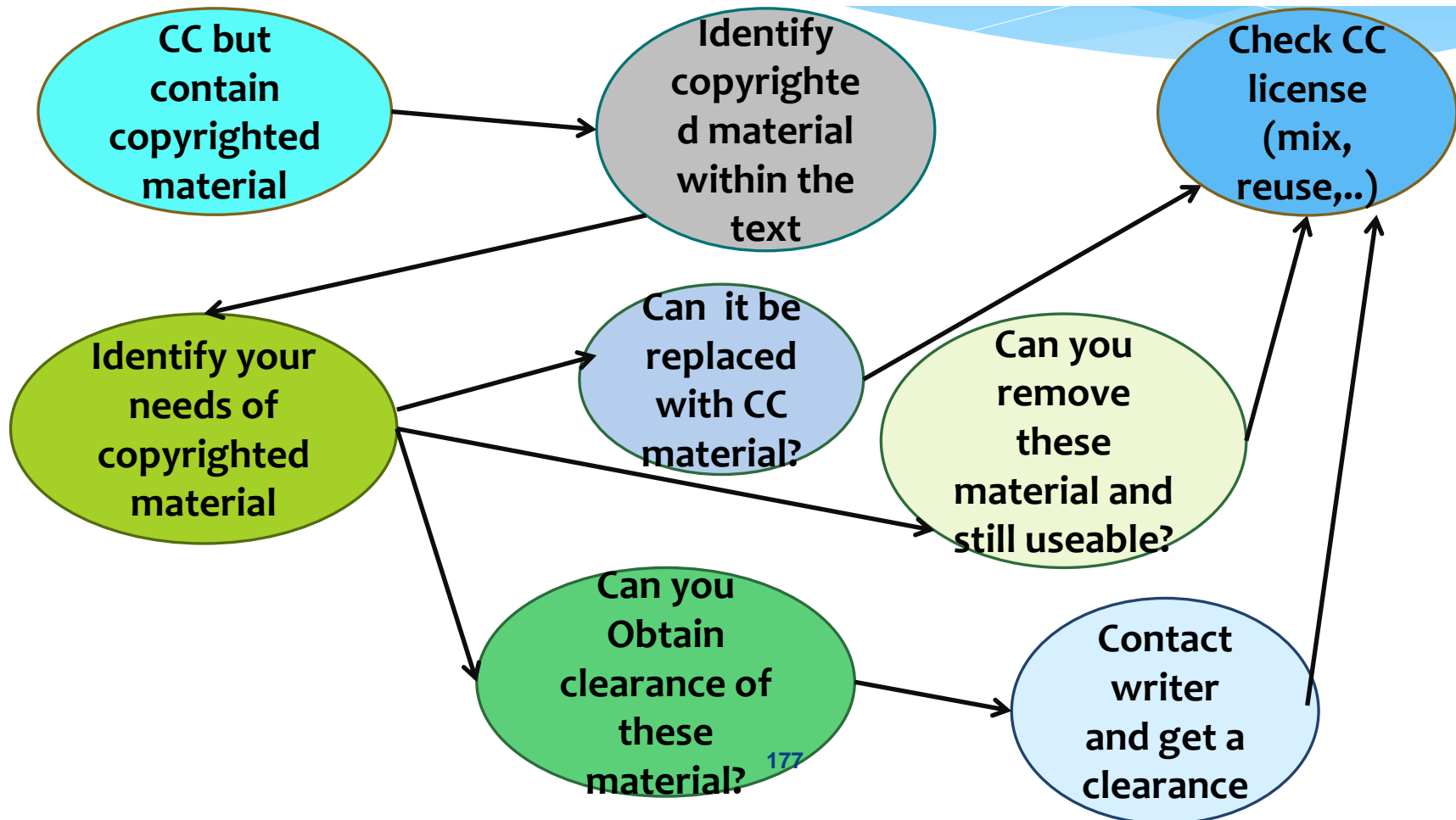
CHECKING LICENSING

Some writers and educators mix between OER CC licensed material and copyright material, thus some writers and educators will publish the material as copyrighted and CC license together, also some writer will not clear their material from copyrighted material



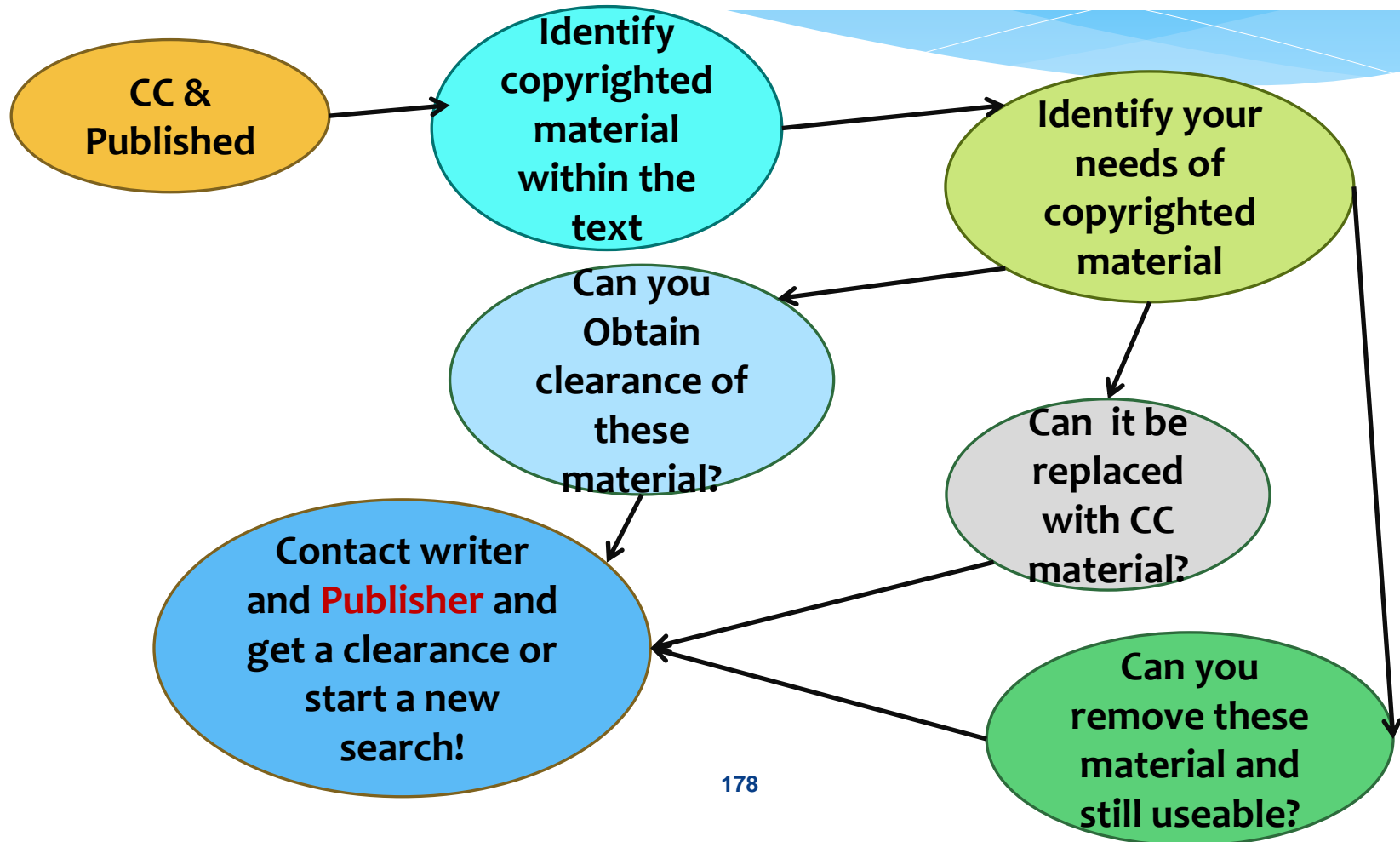
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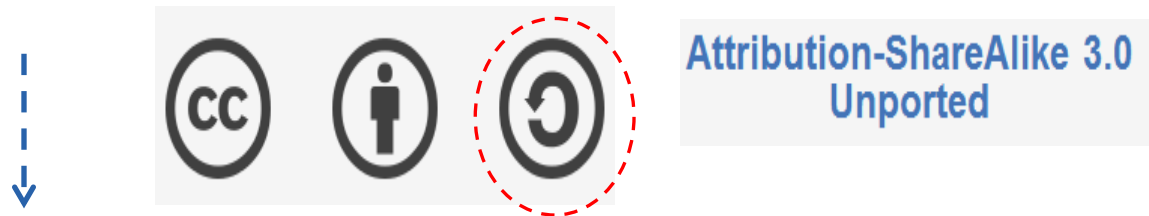
CHECKING LICENSING

Composite CC are CC material re-mixed from an existing CC material, thus its important to take attention of those material, as you might come across different CC license for each build material!

Example; Textbook **A** is created and published using CC license

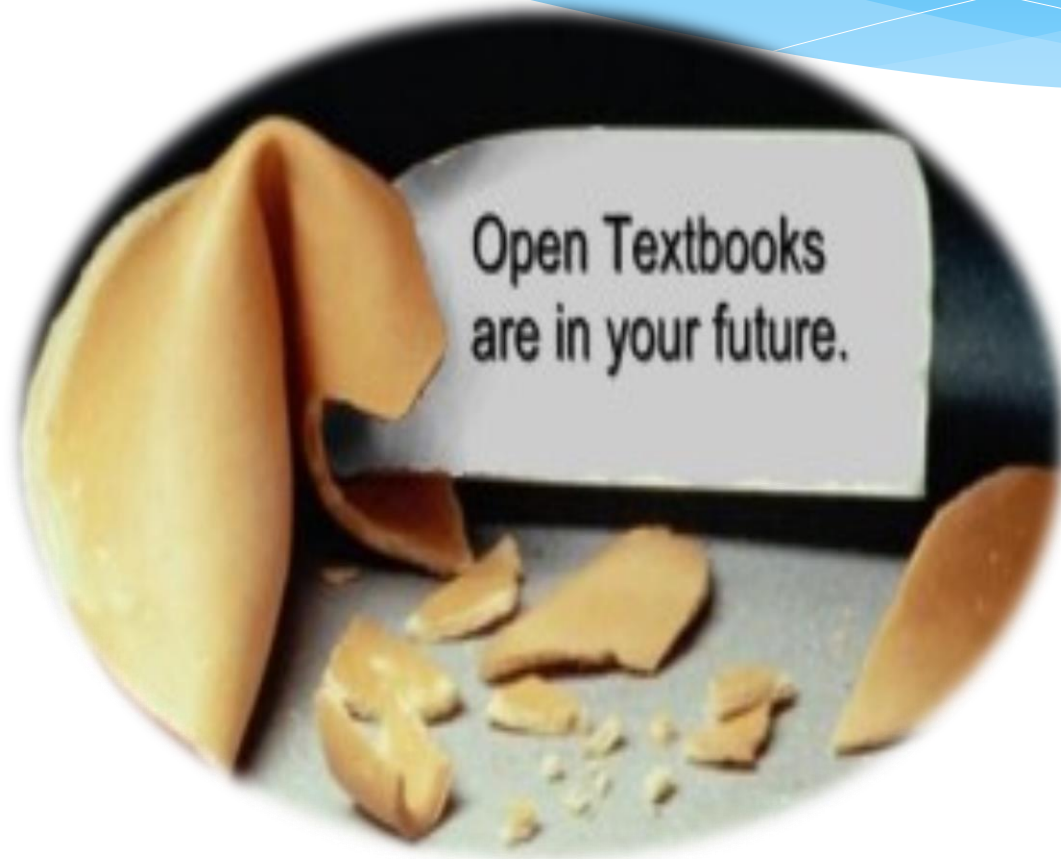


↓ Textbook **B** is created by re-mixing and editing Textbook **A**, then published using the following license:



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EXAMPLE OF TEXT BOOK ADOPTION PROCESS





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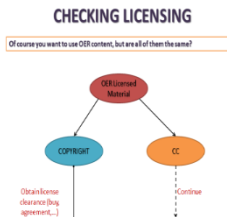
Concepts of Biology

OPEN

An Easy Choice for Faculty

The Right Price for Students

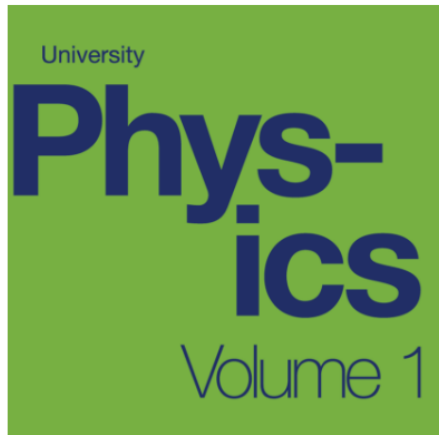
An Institutional Standout



Refer to slide 12 (Click on image)

Example

I want to adapt Physics OER textbook for undergraduate students, I search, and found one in College Open stack



University Physics Volume 1

[Table of Contents](#) | [Instructor Resources](#) | [Student Resources](#) | [Details](#) | [Errata](#)

University Physics is a three-volume collection that meets the scope and sequence requirements for two- and

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Using this book, or interested in adopting it for your course?

Questions?



**What can I use? Text? Changes?
Chapters? Can I modify?**




**Refer to CC
license**



Example

The screenshot shows a web browser window displaying the OpenStax page for 'University Physics Volume 1'. The browser's address bar shows the URL: <https://openstax.org/details/books/university-physics-volume-1>. The OpenStax logo and tagline 'Access. The future of education.' are visible at the top. Below the logo, there are navigation links: 'Subjects', 'Higher Education', 'AP®', and 'Our Impact'. The authors listed are 'Joseph Trout, Richard Stockton College' and 'Kevin Wheelock, Bellevue College'. A red circle highlights the following metadata:

- Publish Date** 2016-08-03
- ISBN-10** 1938168275
- ISBN-13** 978-1-938168-27-7
- License**  Creative Commons Attribution License v4.0

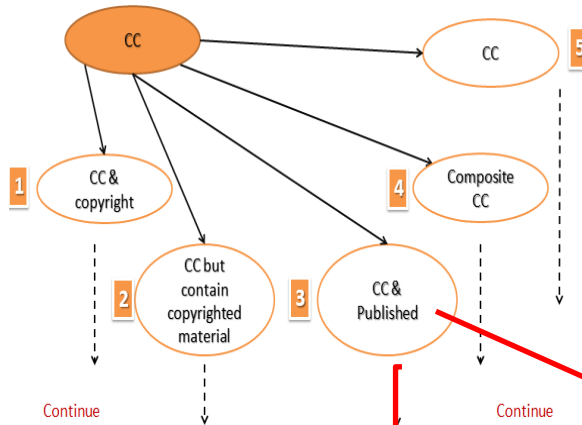
To the right of the metadata, the text 'Get this title' is displayed, followed by two buttons: 'View online' and 'Download a PDF'. Below these buttons, there is a section titled 'Using this book, or interested in adopting it for your course?' with a downward arrow.

The Windows taskbar at the bottom shows several open applications: 'Marking your wor...ht...', '1.1_IP_and_Web_2....doc', '6licenses-ar-flat.pdf', and '88x31.png'. The system tray on the right shows the time as 8:46 AM on 10/15/2016.

CHECKING LICENSING

CHECKING LICENSING

Of course you want to use OER contents and textbooks, but are all of them the same?



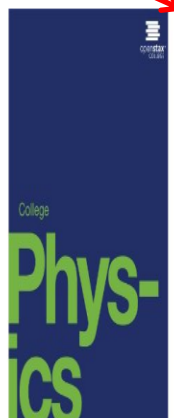
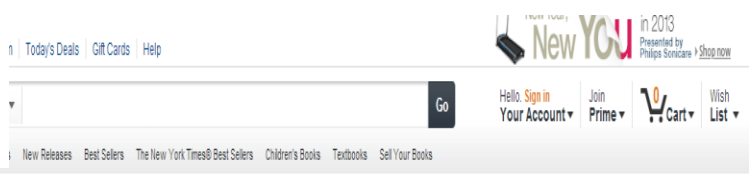
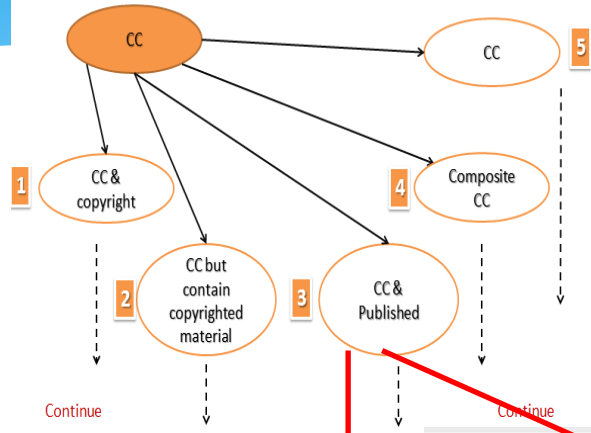
The screenshot shows the Creative Commons Attribution 3.0 Unported license page. At the top is the Creative Commons logo and the text 'Attribution 3.0 Unported (CC BY 3.0)'. Below this is a text box containing a human-readable summary of the legal code and a 'Disclaimer' link. A green banner states 'You are free:' followed by three permissions: 'to Share', 'to Remix', and 'to make commercial use of the work'. To the right of these permissions is a green circular seal that says 'Free Cultural APPROVED FOR Works'. Below the permissions is a section titled 'Under the following conditions:' with an 'Attribution' requirement. A text box below this contains the code: '<div xmlns:cc="http://creativecommons.org/ns#" xmlns:dct="http://purl.org/dc/terms'.

Textbook



CHECKING LICENSING

Of course you want to use OER contents and textbooks, but are all of them the same?



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OpenStax College (Author)

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Book Description

Example

What to
do?

What to do?

What
to
do?

What to
do?

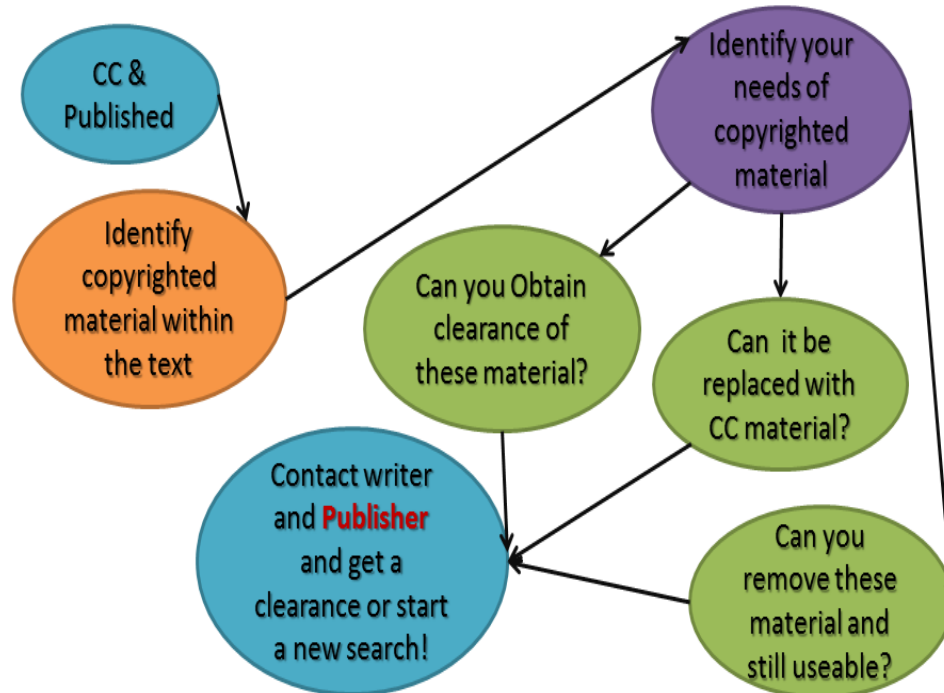
What
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3

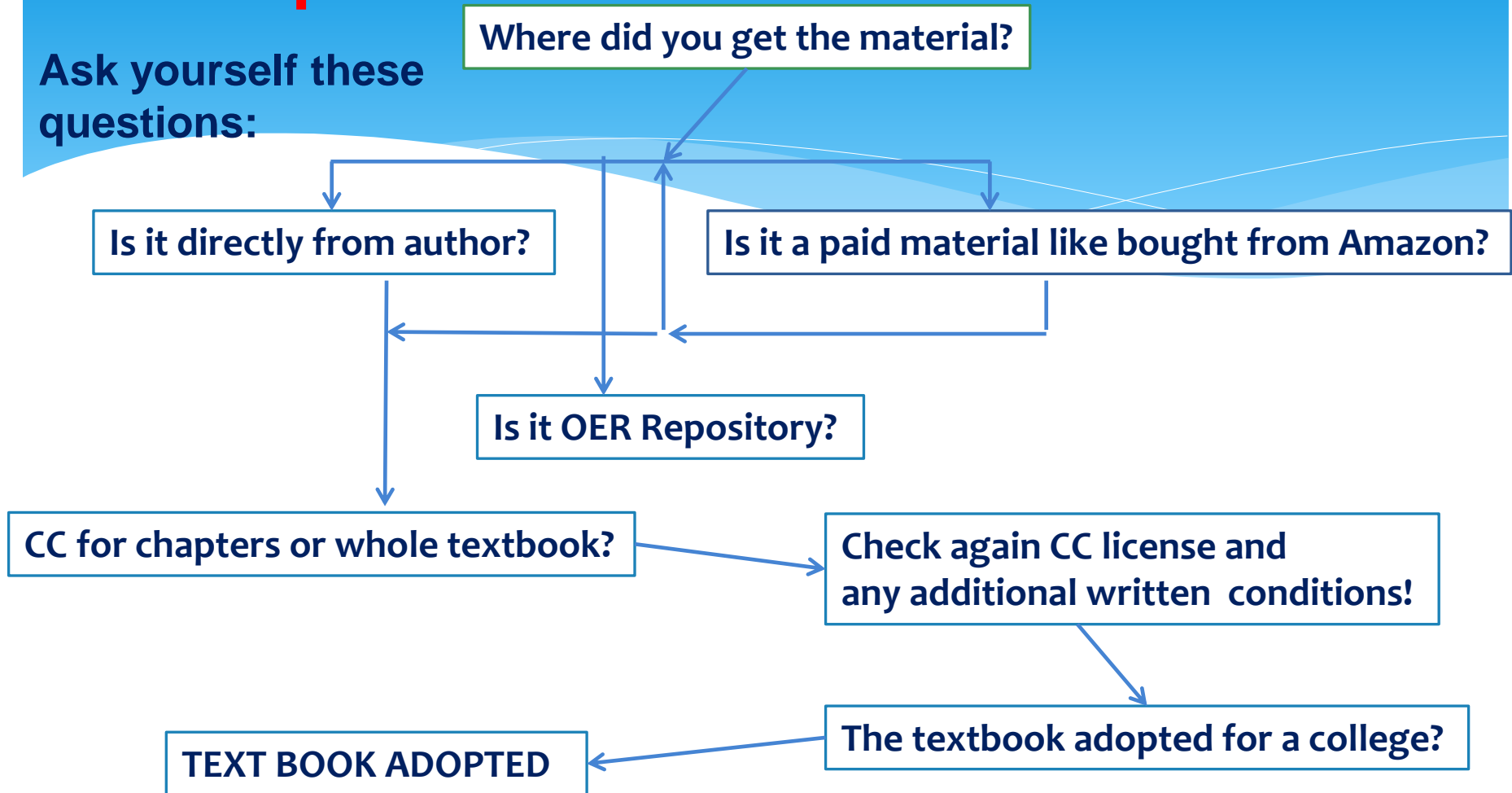
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Example

Ask yourself these questions:





END