

Each team will decide before the start of the session whether they will be working on sharing their own digital OER or using or remixing OER in their own course during the next session.

In this session:

- Participants will take stock of which topics from the previous session are relevant to their situation (What is relevant to my situation?).
- And they will examine whether they should operationalise these topics in their own specific situation (How exactly should this be done?).
- Depending on their situation, they will then set about:
 - o Searching for resources for their own field of study in the right repositories/search engines and the choices that have to be made in terms of quality and copyright (or supporting this process)
 - o Using or remixing the resources found for your own teaching + arranging (authoring tools)
 - o Sharing of your own open educational resources (or supporting this) in SURFsharekit or Wikiwijs.

During this phase, participants will also be able to learn more about SURFsharekit and edusources.

Objectives of this session

Participants will be able to deploy OER correctly in their own teaching practice or support this process.

- a. Participants will be familiar with the process steps needed for creating, storing, sharing/publishing, collecting, searching, finding, using, reusing and applying.
- b. Participants will be able to put the aforementioned process steps into practice correctly, using the relevant tools and sources:
 1. Create: authoring tools, such as Wikiwijs, Office, Xerte or Articulate;
 2. Share/publish: repositories, such as Wikiwijs, SURFsharekit, (correct use of CC licences);
 3. Search and find: o generic search engines (such as edusources), specialist collections (such as Europeana for arts subjects) or specific formats (such as YouTube for audio-visual or Slideshare for presentations).
- c. Participants will be familiar with the feature set of the edusources tool and will be able to use these features to share, publish, search and find the educational resources they want.
- d. Participants will be able to methodically assess the quality of the OER.
- e. Participants will correctly apply the rules of copyright and open licences (e.g. Creative Commons) that apply to OER.

Resources

- PowerPoint presentation
- Link to the CC licences [About the licences - Creative Commons](#)
- Create Wikiwijs, [Create Wikiwijs - Wikiwijs](#)
- [Quality mode for professional nursing programme](#) in the context of open sharing of resources.
- 'Creative Therapy' upload form (Appendix 1).
- [Manual: Making entries in SURFsharekit](#)
- Excel sheet showing an overview of Open Educational Resources: [Open Educational Resources - Open and online education - Hanze Library Guides at Hanze University of Applied Sciences](#)

Preparation for the participants

Read the factsheet for session 3 (Appendix 2).

Session programme (90 minutes)

Plenary introduction		
5 minutes	Check-in	Explain what will happen in this session and which assignment the teams will be working on.
15 minutes	Mentimeter.com	<p>Invite the participants to reflect on the previous session and ask the following two questions:</p> <ol style="list-style-type: none"> 1. Which digital sources can you remember and what could you use them for? E.g. edusources, Edurep, Wikiwijs, etc. 2. Which assignment will you work on? Upload, use or remix? <p>Ask the participants to do this individually rather than in groups.</p>
In groups		
5 minutes	Introduction to the discovery session	Give the participants a rundown of the possibilities that the various platforms offer. Show at least one example live.
15 minutes	Discovery session + Padlet	Invite the teams to search in or upload something to edusources, Wikiwijs or other sources, depending on their assignment. Ask them to put their findings in a Padlet which will be completed by the entire group. An example of this is shown in Appendix 3.
15 minutes	Discussion of Padlet	Invite the teams to present what they have discovered and what it can be used for. For instance, Creative Commons licences, ratings (by platform or users).
Break (10-15 minutes)		
10 minutes	PowerPoint	Provide a brief explanation of the process steps for creating, storing, sharing/publishing, collecting, searching, finding, using, remixing and applying based on metadata, quality models and CC licences.
10 minutes	Individual/in groups	Ask the participants to review the quality model and/or the upload form and, if possible, use it as part of their assignment.
10 minutes	Presentation	Invite the participants to present their findings.
5 minutes	Check-out	Present a brief outlook of phase 4, the preparation of the presentations during the next session.

Creative Therapy Upload Form



Upload form for Creative Therapy educational resources

Lecturer details

Lecturer name:

Email address:

Study programme:

Declaration of consent:

☐ I hereby declare that all authors of this educational resource agree to the placement of the educational resource in SURFsharekit, by which it will become visible on the SURF Search Portal.

Details of the educational resource

Author(s):

[Title, first name, initials, insert, last name]

Title:

[Choose a clear title: use the title to make clear what the resource covers. Examples:

Manual for an N-of-1 trial

Study Guide for Practice-Oriented Research

Working method for formulating a research question]

Subtitle:

[if available]

Publisher (organisation):

[Name of the publisher or organisation responsible for the publication, usually the institution itself]

Place:

[Place where the educational resource was published]

Publication year:

[The date on which the educational resource was officially published. The date format must be YYYY-MM-DD.

The day and month are not mandatory.]

Subject area:

[to be completed by the information specialist] (see menu SURFsharekit)

Type:

[to be completed by the information specialist] = default is 'other resource']

Summary:

[Briefly describe the content of the educational resource. The initial lines of the description are usually shown as an explanation of the title. It is precisely these initial lines that should make clear to the user whether this resource is suitable for them.

Ensure that the summary also mentions the phase: propaedeutic year, main phase or graduation phase.]

Usage rights: The current arrangement is that we always use CC BY 4.0, unless there are specific reasons to do otherwise; see also creativecommons.nl/uitleg/

Number of pages:

Level: (tick the level that applies, 1 option is possible)

- ☐ Bachelor's degree programme in higher professional education
- ☐ Master's degree programme in higher professional education
- ☐ Associate degree programme in higher professional education
- ☐ Bachelor's degree programme in an academic discipline
- ☐ Master's degree programme in an academic discipline
- ☐ PhD
- ☐ Post-bachelor's degree programme in higher professional education

Target group:

[to be completed by the information specialist] = ordinarily the lecturer

Language:

Usable as:

- ☐ Lesson component (individual assignment, video or article)
- ☐ Lesson
- ☐ Series of lessons

[For the information specialist: lesson element (see SURFsharekit) does not apply, is almost non-existent]

Type of educational resource:

[to be completed by the information specialist]

Technical format:

[to be completed by the information specialist]

Keywords: max. 5

[The information specialist checks using the guidelines for assigning keywords; see SURFsharekit wiki - Quick Reference Guides]

*For the keywords, choose at least **creative therapy** plus the terms from the specialist vocabulary and further specifications appropriate to the resources. In addition, mention the level of the resource: **propaedeutic year, main phase or graduation phase**. Examples: creative therapy, drama therapy, visual therapy, music therapy, research types, research ethics, methodology, intervention descriptions, evidence-based practice, movement recordings, measuring instruments, research questions, research cycle, interview techniques, propaedeutic year, main phase, graduation phase.*

Level

- ☐ propaedeutic year ☐ main phase ☐ graduation phase

[Info for the information specialist: SURFsharekit does not currently have this specific field, although it is wanted by the creative therapy study programmes. A level indicator like this can currently be included in the summary field]

Details of the file for the learning resource

File name:

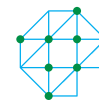
[A short title, preferably no date or numbers]

The lecturer will email the Word file as an attachment.

Creative Therapy Specialist Vocabulary

Change the colour of the desired terms so that the information specialist knows which ones should be linked to the learning resource. Multiple selections are possible.

Key term	Subsidiary term 1	Subsidiary term 2
Critical attitude		
Evidence-based Practice (EBP)		
Research		
Ethics		
Critical attitude	Reflection models	
Critical attitude	Creative therapy triangle	
Critical attitude	Clinical reasoning	
Critical attitude	Professional identity	
Critical attitude	Appraising research	
	Systematische zoekstrategieën	
Evidence-based Practice (EBP)	Systematic search strategies	
Evidence-based Practice (EBP)	Intervention descriptions	
	Onderzoeksvragen	
Research	Research cycle	
Research	Research questions	
Research	Data gathering	Interview techniques
Research	Data gathering	Measurement instruments
Research	Data analysis	
Research	Writing skills	
Research	Presentation skills	
Research	Research report	
Research	Research quality criteria	Qualitative research (quality criteria)
Research	Research quality criteria	Quantitative research (quality criteria)
Research	Research methods	Qualitative research (methods)
Research	Research methods	Quantitative research (methods)
Research	Research methods	N-of-1
Research	Research methods	Mixed method research
Research	Research methods	Action research
Research	APA Style	
Ethics	Professional ethics	
Ethics	Research ethics	



Read this text to prepare for the session

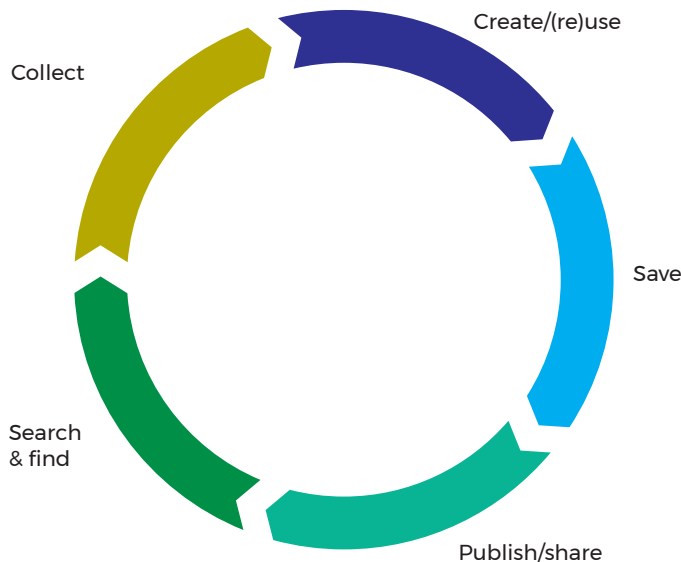


Figure 1 Lifecycle of digital open educational resources

The following is a brief explanation of the various phases of the lifecycle. The lifecycle is then explained based on the concepts of CC licences, metadata and assessment criteria.

Create: Use Office apps (Word, PowerPoint), Xerte, Wikiwijs Maken. Libraries use libguides. This is a workshop where lecturers can create the educational resources.

Save: You will want to store or save the educational resources that you have used. This can be done within Office, but also on Wikiwijs, in the educational institution's repository (OnderwijsOnline or Brightspace), SURFsharekit. It will then be located in this environment and will not yet be public and available to others.

Publish: Once the educational resource has been saved, you can publish it or make it public. A number of possible forms are imaginable: you could publish to a restricted group, for example, based on an email address, or give access to anyone with the link, or restrict access to a community or forum (or educational institution) by login, or publish to everyone on the Internet.

Share: Once it has been published, not everyone will know how to find it. You can also share, for example, by posting the Internet link to the open educational resources in other places. This allows you to share a link to educational resources on Wikiwijs to OnderwijsOnline, for example.

Search and find: Searching for and retrieving the educational resources you will need for your teaching. You can search through databases, search engines or repositories. The needle has to be in the haystack somewhere.

Collecting: This is the gathering together of the various educational resources that you have found. You are probably already sifting and selecting the educational resources you want to use. The assessment criteria come into play here: not just the ratings given by the owners of the platform but also the ratings given by users.

Use and reuse: The actual use of the open educational resources that you have created yourself or that have been created by someone else (reuse). You will probably also want to regularly update your own educational resources to keep them fresh. The cycle is over.

For each component in the lifecycle described above, the following topics are covered to a greater or lesser degree:

- CC licences or copyright
- Metadata, tags or keywords
- Assessment criteria such as quality criteria, ratings or stars

This is explained below.

CC licences or copyright

If you create or originate an educational resource, it will be protected by copyright. Using CC licences, you can indicate how you want the resource to be used: whether a user is only allowed to read or edit it, and whether a user should state who the creator is.

Anyone who potentially wants to use or reuse the resource can decide based on the terms of the CC licence whether and they want to use the resource and, if so, how.

Metadata, tags or keywords

This refers to data about data. Essentially, tags or keywords that have been assigned. Users of educational resources can add tags (like you do on Facebook or Instagram with hashtags). You can add keywords or metadata as a creator or as the publisher. You can publish resources as a lecturer, although this is often done by someone from the library. Of course, you can also discuss who does what between yourselves.

For example, you have created some new OER on evidence-based practice for nursing. The creator of the resource is asked to provide some metadata (or keywords) about the resource. In this example, appropriate keywords would be evidence-based practice and nursing, but perhaps also healthcare. You can enter these keywords on the metadata form or upload form. Anyone who adds the resource to the repository can add this metadata to the database. This is often someone from the library.

When searching and finding, this metadata is useful because you can use it to find open educational resources on a specific topic. You enter the relevant keyword in the search bar. All resources labelled with the keyword evidence-based practice will now be conveniently displayed. The process of collecting, assessing and selecting can begin.

Assessment criteria

Ultimately, you will want to decide whether you will use the educational resources or not. The same applies to the person who adds them to the repository. They will also want to know if the resource can be included in the repository. Certain criteria have been decided and agreed for this purpose.

Guidelines can be found on the form for the quality criteria, the quality assurance model. You will need this when creating, uploading, saving and publishing the educational resource.

The person who manages the repository can rate the educational resources. These ratings will be visible to repository users. Some repositories give ratings, but not all. More and more repositories now allow users to give ratings. This gives you an idea of the quality of an educational resource when start collecting.

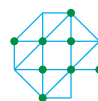
For more on this, see:

An example of a lifecycle:

Hodgkinson-Williams, C., Arinto, P. B., Cartmill, T. & King, T. (2017). Factors influencing Open Educational Practices and OER in the Global South: Meta-synthesis of the ROER4D project. In C. Hodgkinson-Williams & P. B. Arinto (Eds.), *Adoption and impact of OER in the Global South* (pp. 27-67).

doi.org/10.5281/zenodo.1037088

Illustrated example of a Padlet



For your inspiration, here is an illustrated example of Padlet being used in a discovery session. Use the 'columns layout' to create a similar Padlet yourself.

Name	Link	Language	Quality	CC licence	Other
OER Commons	www.oercommons.org	English	Search by rating	available	community
Merlot	www.merlot.org/merlot	English	Editor/user	available	
CC licences	search.creativecommons.org			searches by CC licence	images
Google Images				searches by CC licence (via tools)	images
Wikiwijs	www.wikiwijs.nl	Dutch	Yes	available	
Boegbeeld vpl	higher professional programme in nursing - Wikiwijs	Dutch	Yes	Yes	community
edusources	edusources.nl	NL	Search by rating	Yes	community
MOOCS	MOOC List Find Free Online Courses and MOOCs from the Best Providers (mooc-list.com)	EN	rating	-	
libguide open education	Home - Open education - Libguides at HAN University of Applied Sciences	Dutch	-	Yes	