

During this meeting, the teams will learn the basics of OER, copyright aspects and the existing infrastructure for sharing, searching for and using OER. The description is based primarily on the *edusources tool*. But feel free to use *Wikiwijs* if you wish.

Note: development of edusources.nl is in full swing. A help page has been created where you will find general information about edusources as well as manuals and video tutorials about uploading and publishing learning resources. The page can be accessed via edusources.nl and will be available from mid-September 2021.

Objectives of this session

Participants will be able to describe the definition of OER, the different forms of OER and their characteristics.

- Participants will be able to describe the difference between open, semi-open, commercial and closed educational resources.
- Participants will be familiar with the added value generally attributed to the use of OER.
- Participants will be able to describe the digital infrastructure around OER aimed at higher education in the Netherlands.

Materials

This session uses a step-by-step plan, which enables the institution to design the session as it sees fit and according to its own requirements. The complete step-by-step plan and resources for developing and delivering this session can be found in the step-by-step plan for developing a workshop entitled "[Redesigning your teaching using OER developed by others](#)", using the resources from the [University of Groningen](#) (English) or [HAN University of Applied Sciences](#) (Dutch) (also available via [Edusources](#)).

The following resources are available:

- PowerPoint presentations
- Preparatory assignments
- Lesson plans
- Videos of the sessions
- PowerPoint for session 2
- Copyright quizzes (see Appendix 2)
- Padlet (or other 'wall') about the added value of using, remixing and sharing of OER (to be created yourself, containing 5 sections: international, national, institution, lecturer, student. Possible answers can be found in the substantive justification of this field lab)

Required roles

- Expert(s) in the field of copyright and open educational resources
- Expert(s) in the field of (digital) infrastructure for open educational resources
- Expert(s) in the field of sharekit + edusources (or Wikiwijs, where applicable)

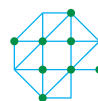
Preparation for the participants

- Take a look at SURF's online module "[Introduction to open educational resources](#)".
- Watch this [short video](#) (English) about Creative Commons licences, the most commonly used open licences.
- Read the [blog](#) by Robert Schuwer and Ben Jansen: *A framework for classifying types of digital learning materials*.

Session programme (120 minutes)

Introduction		
5 minutes	Welcome	Discuss the programme for the session, and explain the learning objectives that the teams will be working on.
10 minutes	Reflection on the learning questions from session 1 in breakout sessions per team	Give the teams five minutes in breakout sessions to reflect once again on the learning questions formulated in session 1. At the end of the breakout sessions, ask each team again which learning questions they will be working on during the course, and what factors they will be taking into account this time.
Open educational resources		
10 minutes	Digital educational resources and copyright quiz	Invite the participants to answer the questions in the quiz about digital OER and copyright aspects (e.g. using Mentimeter or Socrative).
15 minutes	Discussion of the quiz and learning points	Discuss the quiz, explain the answers and offer the opportunity to go deeper. Also cover the structure described by Robert Schuwer in his blog. Also let people know who they can go to within the institution if they have any questions.
Added value of OER		
5 minutes	Padlet: Share and introduce	The Padlet contains 5 sections: <ul style="list-style-type: none"> - International - National - Institution - Lecturers - Student
5 minutes	Padlet: Write down the added value	In the Padlet, each participant will identify as many suggestions as possible for the added value of using, remixing and sharing OER for each of the stakeholders mentioned
10 minutes	Padlet: Discussion of answers	Discuss the answers, expand where necessary and clean up the Padlet. Also discuss the 'why' of the answers, for instance, in relation to valorisation and innovation.
10 minutes	Discussion	Participants can say what they see as the most important added value (where relevant, based on their own learning questions), for example, using ratings in Padlet or using a voting tool.
Break		
Infrastructure for OER		
30 minutes	Presentation (use the PowerPoint presentation showing SURF's step-by-step plan)	Give a presentation on how to share, where to find open and other digital educational resources (include publishers if necessary) and the databases where you can share open educational resources. Where necessary, emphasise how things work at your own institution. What are the possibilities there?
15 minutes	Demonstration of edusources (or Wikiwijs, where applicable)	Demonstrate how to share and search/find things in SURFsharekit and edusources (or Wikiwijs, where applicable)
5 minutes	Conclusion	Round off the session, and issue the assignment for session 3 (exploring your topic)

Quiz questions



The following quiz questions will be presented to the participants using a tool or some other method. The source material can be found in Socrative. Find the material [by following this link](#).

Question: is the resource “open”?

1. Resources with a CC_BY_SA licence

A Yes, that's open

B No, that's not open

C Uncertain

2. Free textbooks from publishers during the Coronavirus period

A Yes, that's open

B No, that's not open

C Uncertain

3. Resources with a CC_BY_ND_NC licence

A Yes, that's open

B No, that's not open

C Uncertain NOTE: Could be semi-open

4. Resources that you find and access on the Internet without a CC licence (e.g. a PDF of a report)

A Yes, that's open

B No, that's not open

C Uncertain

5. Images with a CC_0 licence

A Yes, that's open

B No, that's not open

C Uncertain

6. Resources from publishers that can be found and accessed via the website of the study centres

A Yes, that's open

B No, that's not open

C Uncertain

7. You must never use digital resources without permission in your online teaching

T True

F False (explanation of the reader scheme for universities)