Comparing lessons from a German and Dutch approach on (O)ER

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Agenda

- Welcome and round of expectations (5’)
- Brief Introduction of (10’)
  - ORCA.nrw
  - edusources
- Introduction of framework (10’)
- Discussion of a Framework to Guide the work of OER-Repositories in European Higher Education (30’)
- Further questions (5’)

Acceleration plan
Educational innovation
with ICT
digital educational resources
Introduce yourself

- **#Shortbio**: Name, line of work, fields of interest
- **#yourtakeonoer**: what is your take on OER related to higher education in 1-3 sentences?
- **#Myexpectations**: why are you here in this Workshop and what would you like to learn about?
ORCA
A University Network for Open Educational Resources (OER)
• Launch in 09/2021: A joint platform and network for those studying and teaching at public universities in North Rhine-Westphalia (37 Universities)
• Aims to encourage the use, reuse and sharing of OER for teaching and learning
• Is based on complementary building blocks that are important for OER:
  • Legal Information Office
  • Competence Centres for Technical Issues (e.g. LMS)
  • Regular public funding of OER
  • Staff positions in the universities (“ORCA Ambassadors”) for OER consulting
• Self-hosted repositories for OER to provide a rich pool for teaching and learning
• Upload service to guide users through metadata capture
• Open Educational Resources Search Index (OERSI): Open-Source-Approach to harvest existing OER at various platforms in Germany
• Plugins to connect with university LMS to provide a disruption free use of ORCA services for teachers and lectures
• General approach: Quality as support instead of quality as control
• Basics
  • Permanent operation of ORCA systems and services with secured financial resources
  • Differentiated authorizations: E.g. only teachers in NRW are able to upload OER
  • Content moderation in terms of licences and technical accessibility
• Advanced (on going)
  • Establish a process to assess the quality of ORCA-courses, e.g. with support from relevant peers
  • Establish a process of integrated quality systems (ORCA, universities)
Why edusources?
Benefits of sharing and reuse

- Multiple repositories in one place (standardised flexibility)
- Communities & institutions in the picture
- Stimulate browsing in free to use materials
• edusources in the context of a community or institution
• Promoting collaboration between library & lecturer
• Making quality tangible (quality models & marks)
• Connecting support on a national level
• Involvement of a content advisory board
Framework to Guide the work of OER-Repositories in European Higher Education
Starting point and goals

• To what extent can OER-repositories/platforms meet the specific needs of the educational context?
• What factors are important / crucial for OER-repositories/platforms to capitalize on the logic of OER?
• Get a comprehensive overview of the current state-of-the-art
• What gaps can we identify?

Santos-Hermosa, Ferran-Ferrer and Abadal, 2017
Introduction of framework

• Accessibility
• Learning environment
• Metadata
• Quantity
• Copyrights
• Maintenance and versioning

• Evaluation
• Search functions
• Availability of learning materials
• User profile
• User interface
• Statistics

Robert Schuwer, 2015
**The framework**

**Educational Factors**
- Educational Learning Object / Learning Material

**Factors for Reuse**
- Copyrights / Licences
- Maintenance and versioning
- Availability of learning materials

**General factors**
- Accessibility
- Metadata
- User profile
- User interface
- Statistics
- Quantity
- Evaluation
- Search functions
The framework

Factors for Reuse
- Copyrights /Licences
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General factors
- Accessibility
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- Statistics
- Quantity
- Evaluation
- Search functions
What differences and similarities can you identify between ORCA and SURF?

• Think for yourself
• Talk about it with your neighbour
• Share it with the plenum

Rounds
1. General factors (10’ in pair + 5’ to share)
2. Factors for Reuse (10’ in pair + 5’ to share)
Rounds
To what extent can OER-repositories/platforms meet the specific needs of the educational context?

What factors are important / crucial for OER-repositories/platforms to capitalize on the logic of OER?

Get a comprehensive overview of the current state-of-the-art

What gaps can we identify?

Santos-Hermosa, Ferran-Ferrer and Abadal, 2017
Round 2

Factors for Reuse
- Copyrights/Licences
- Maintenance and versioning
- Availability of learning materials

- To what extent can OER-repositories/platforms meet the specific needs of the educational context?
- What factors are important/crucial for OER-repositories/platforms to capitalize on the logic of OER?
- Get a comprehensive overview of the current state-of-the-art
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Santos-Hermosa, Ferran-Ferrer and Abadal, 2017
Further Questions?
Thanks for your attention!

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