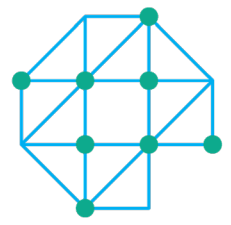
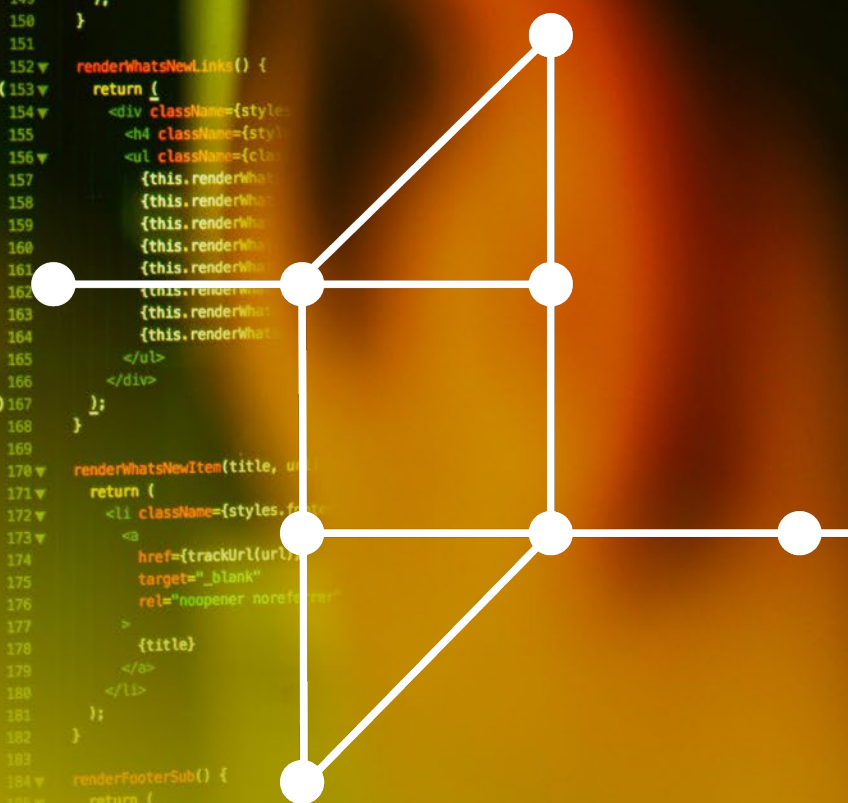


Comparing lessons from a German and Dutch approach on (O)ER

Markus Deimann (ORCA)
Martine Teirlinck (SURF)

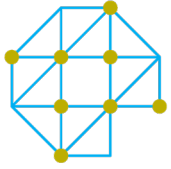
```
146     </li>
147   </ul>
148 </div>
149   };
150 }
151
152 renderWhatsNewLinks() {
153   return (
154     <div className={styles}
155       <h4 className={sty
156       <ul className={clas
157         {this.renderWha
158         {this.renderWha
159         {this.renderWha
160         {this.renderWha
161         {this.renderWha
162         {this.renderWha
163         {this.renderWha
164         {this.renderWha
165       </ul>
166     </div>
167   );
168 }
169
170 renderWhatsNewItem(title, u
171   return (
172     <li className={styles.footer
173     <a
174       href={trackUrl(url)
175       target="_blank"
176       rel="noopener noreferrer"
177     >
178       {title}
179     </a>
180   </li>
181   );
182 }
183
184 renderFooterSub() {
185   return (
186     <div className={styles.footerSub}
187     <Link to="/" title="Home - Display
188     </div>
```



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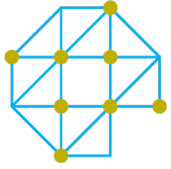
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Agenda

- 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')



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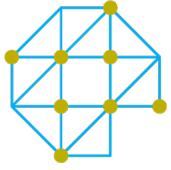
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Introduce yourself

- **#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)



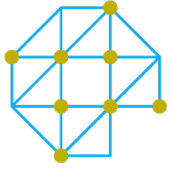
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Background and goals

- 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



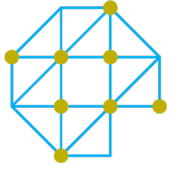
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OER conducive IT infrastructure

- 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



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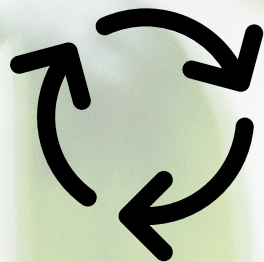


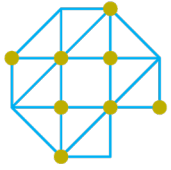
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Quality measures

- 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?





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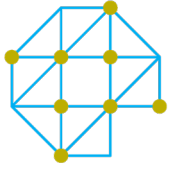
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Benefits of sharing and reuse

- Multiple repositories in one place (standardised flexibility)
- Communities & institutions in the picture
- Stimulate browsing in free to use materials





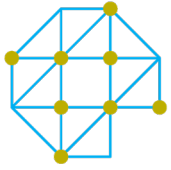
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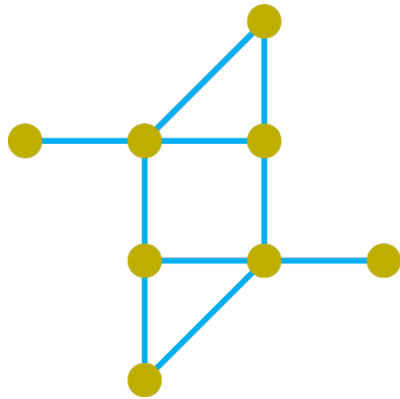
Quality & support

- 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

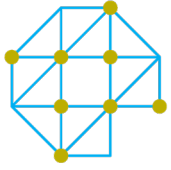


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Framework to Guide the work of OER-Repositories in European Higher Education



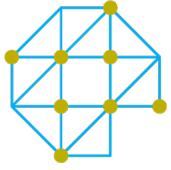
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Starting point and goals

- 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

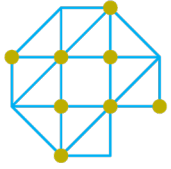


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Introduction of framework

- Accessibility
- Learning environment
- Metadata
- Quantity
- Copyrights
- Maintenance and versioning
- Evaluation
- Search functions
- Availability of learning materials
- User profile
- User interface
- Statistics



Educational Factors

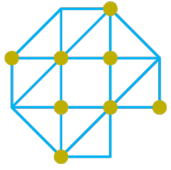
- Educational Learning Object / Learning Material

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



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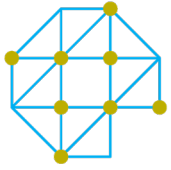
The framework

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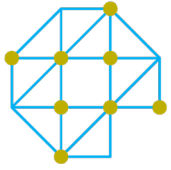
Think – Pair - Share

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

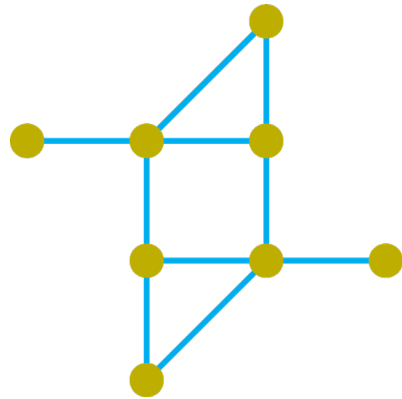
1. General factors (10' in pair + 5' to share)
2. Factors for Reuse (10' in pair + 5' to share)



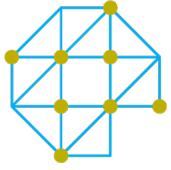
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Rounds

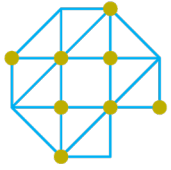


General factors

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Santos-Hermosa, Ferran-Ferrer and Abadal, 2017

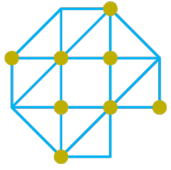


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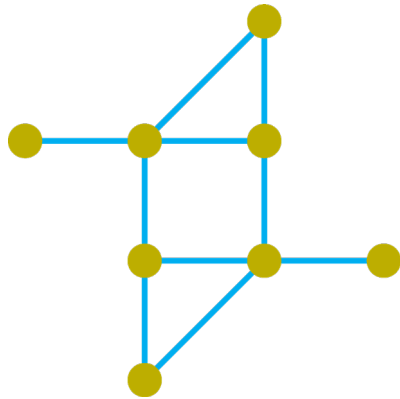
Santos-Hermosa, Ferran-Ferrer and Abadal, 2017



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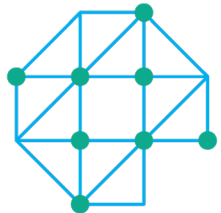
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Further Questions?

Thanks for your attention!

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Martine Teirlinck - martine.teirlinck@surf.nl



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