

Introduction to Open Educational Resources - OER'S

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About and Finding Open Educational Resources (OERs)



Acknowledgements and thanks to the following people for the content of this presentation: Kerry de Hart, Margarete van Zyl, Leslie Adriaanse, Melanie Malan, Aaron Tshikotshi, Lorraine Grobler

Purpose of this Presentation / Tutorial

You will have a good grounding in finding OERs once you have worked through the linked content contained in this presentation

The purpose of this presentation / tutorial is to create an awareness:

- of the OER movement
- of Unisa and OER
- of the information and resources available on UnisaOpen
- on how the librarians may assist you with OERs
- of open access publishing and journals
- of the various resources and formats making up OERs
- on how to find and evaluate OERs
- on copyright and licensing

Difference between OER and Open Access Publishing / Journals (2)

- Open access publishing is typically referring to research publications of some kind released under an open licence.
- OER refers to teaching and learning materials released under such a licence.
- Clearly, especially in higher education, there is an overlap, as research publications typically form an important part of the overall set of materials that students need to access to complete their studies successfully, particularly at postgraduate level.

Source: [What is the difference between OER and Open Access Publishing](#)

Role of the Library

The Personal Librarians can assist with:

- Identifying resource types
- Identifying search engines
- How to search
- Basic guidance on how to evaluate resources

The Digital Resources Developer can assist with:

- Guidance on placing your own OER on the Unisa Institutional Repository (UnisaIR).
- Contact Ansie Van der Westhuizen

Outside the scope of the library

For background information and the various policies and strategies please consult [UnisaOpen](#)

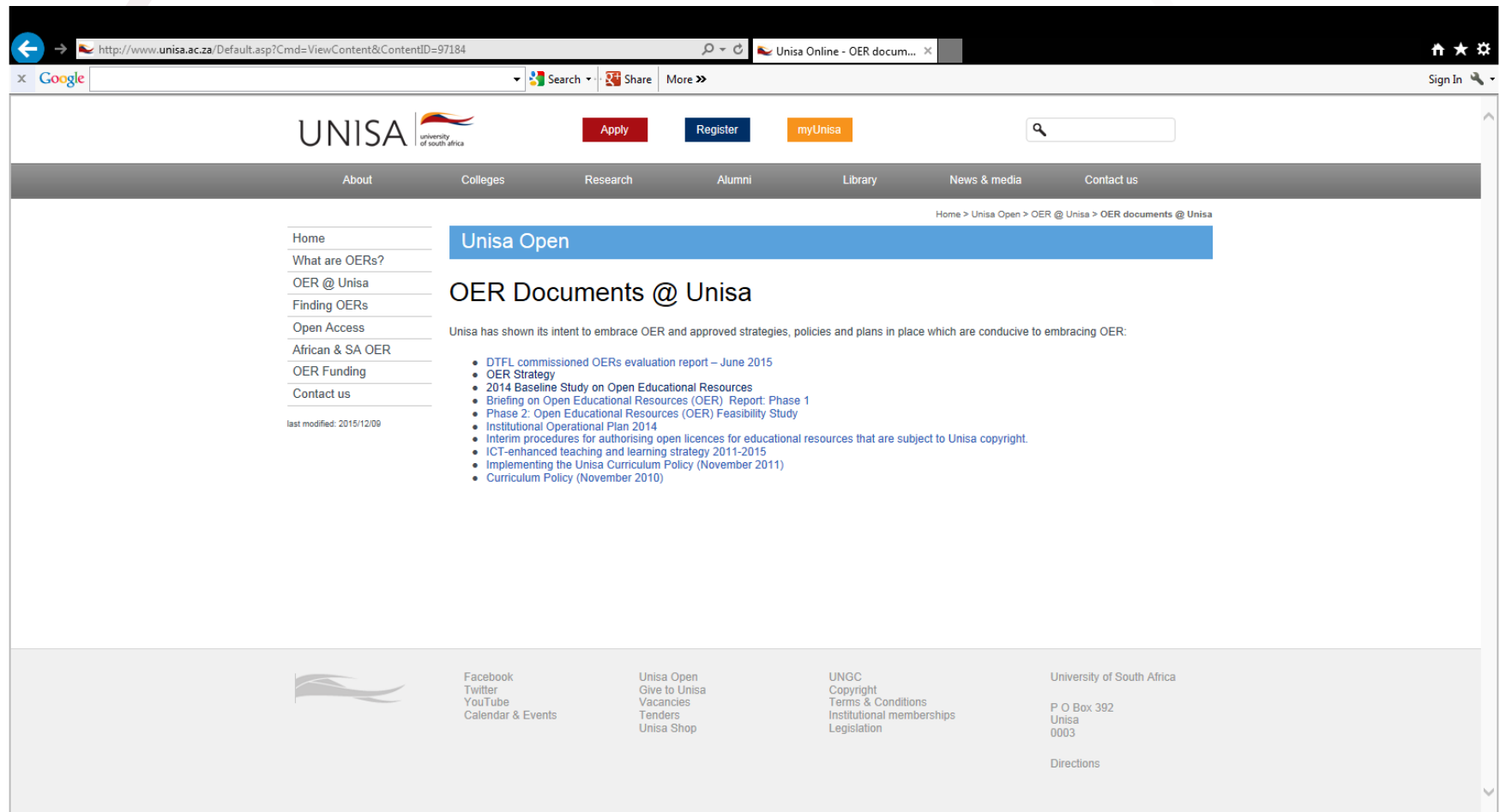
- The following activities fall outside the scope of the library:
 - Reuse
 - Repurpose
 - Remix
 - Copyright and Licensing (included in this presentation for information)
 - Inserting into myUnisa

OER LINK PAGE

- <https://uir.unisa.ac.za/handle/10500/4663>

Supporting Documents for you to consult on

OER Documents @ Unisa



The screenshot shows a web browser window displaying the Unisa website. The address bar shows the URL: <http://www.unisa.ac.za/Default.asp?Cmd=ViewContent&ContentID=97184>. The page header includes the UNISA logo, navigation links (Apply, Register, myUnisa), and a search bar. The main navigation menu includes: About, Colleges, Research, Alumni, Library, News & media, and Contact us. The breadcrumb trail is: Home > Unisa Open > OER @ Unisa > OER documents @ Unisa.

The page content is titled "Unisa Open" and "OER Documents @ Unisa". It states: "Unisa has shown its intent to embrace OER and approved strategies, policies and plans in place which are conducive to embracing OER:"

- DTFL commissioned OERs evaluation report – June 2015
- OER Strategy
- 2014 Baseline Study on Open Educational Resources
- Briefing on Open Educational Resources (OER) Report: Phase 1
- Phase 2: Open Educational Resources (OER) Feasibility Study
- Institutional Operational Plan 2014
- Interim procedures for authorising open licences for educational resources that are subject to Unisa copyright.
- ICT-enhanced teaching and learning strategy 2011-2015
- Implementing the Unisa Curriculum Policy (November 2011)
- Curriculum Policy (November 2010)

The footer contains social media links (Facebook, Twitter, YouTube, Calendar & Events), Unisa Open links (Give to Unisa, Vacancies, Tenders, Unisa Shop), UNGC links (Copyright, Terms & Conditions, Institutional memberships, Legislation), and University of South Africa contact information (P O Box 392, Unisa, 0003, Directions).

WHERE TO SEARCH

- https://www.google.co.za/advanced_search

White Paper for Post-School Education and Training

- [White Paper for Post School-Education and Training](#)
- See Chapter 7, section 7.5 – Collaborative development of quality learning resources

UnisaOpen (1)

The following are sites on UnisaOpen **which you need to work through at your own pace and to get a deeper understanding of OER:**

- [About OER](#) Start your OER journey with some introductory material and tools, as well as information about OER at Unisa
- [Unisa OpenCourseWare](#) Access open course materials that are already available from Unisa
- [Unisa Institutional Repository](#) The Unisa Institutional Repository has some 5000 items to share and gets around 300 000 hits per month.

UnisaOpen(2)

- [Find OER](#) Access global, African and South African resources or use the OER search engine links to find resources to suit your needs
- [OER Funding](#) Find resources to help secure funding for developing your OER
- [Open Access](#) Many options exist for academics to contribute to Open Access publishing. This page provides resources to support them in this endeavour.

Unisa OpenCourseWare

- A number of colleges are also involved in OER production at Unisa
- Please check [UnisaOpenCourseWare](#) regularly to find open resources

What is Open Course Ware

- **OpenCourseWare (OCW)** is a “free and open digital publication of university-level educational materials. These materials are organized as courses, and often include course planning materials and evaluation tools as well as thematic content” ([OCW Consortium](#)), for example [MIT's OCW](#) programme which started in 2001. Read more at [Get Started with OCW](#)
- OCW is not to be confused with MOOCs – there are some differences
 - [MOOC ? OCW ? Which One](#)
 - [What is the difference between OCWs and MOOCs – managing expectations](#)

Difference between OER and Open Access Publishing / Journals (1)

- Open access publishing is an important concept, which is clearly related to – but distinct from that of OER
- the term ‘open access’ is applied to many concepts, but usually refers either to:
 - ‘open access (publishing)’; or
 - ‘access to material (mainly scholarly publications) via the Internet in such a way that the material is free for all to read, and to use (or reuse) to various extents’; or
 - ‘open access journal, journals that give open access to all or a sizable part of their articles

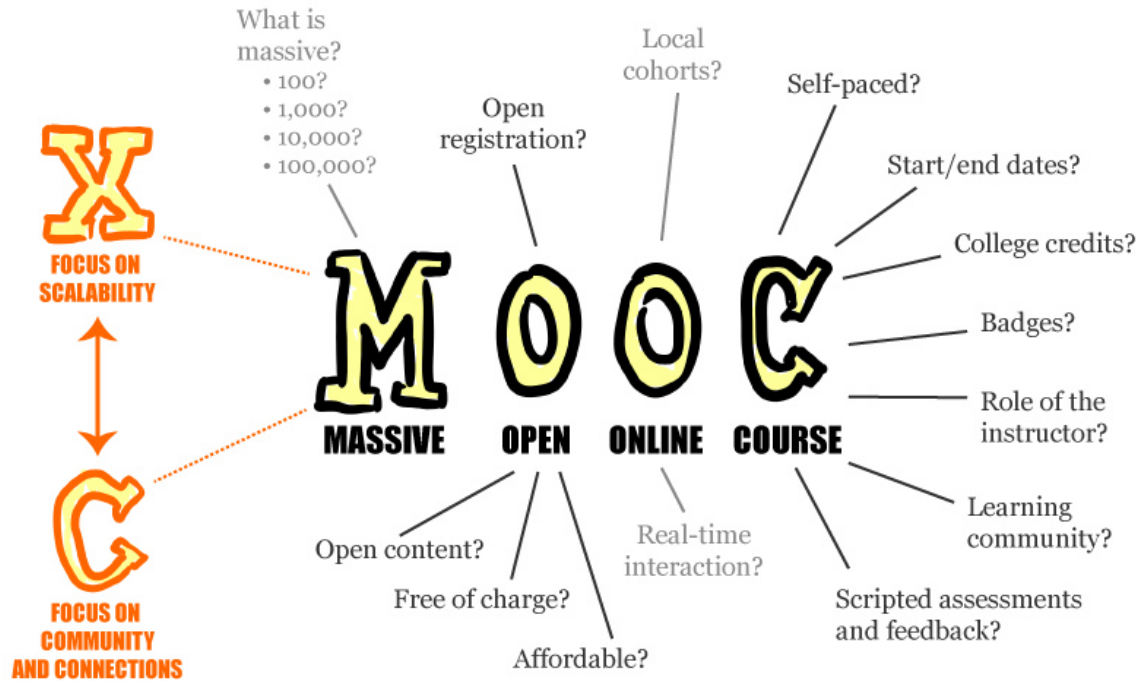
Example – Open Access vs Restricted Access

Compare the two references below. The one is open access and the other is restricted access, (ie the institution has a subscription)

- Nicol, D.J., & Macfarlane-Dick, D. (2004). [Rethinking formative assessment in HE: a theoretical model and seven principles of good feedback practice](#) (Open Access – no restrictions to access)
- Yang, M. and Carless, D. [The feedback triangle and the enhancement of dialogic feedback processes](#). (**Restricted Access**) This link is accessible to the Unisa Community and also other institutions worldwide who subscribe to the Taylor and Francis Database. So it is not widely accessible for everyone and is not suitable for placement on a MOOC.

MOOCs

Image Credit: [Mathieu Ploudre](#)



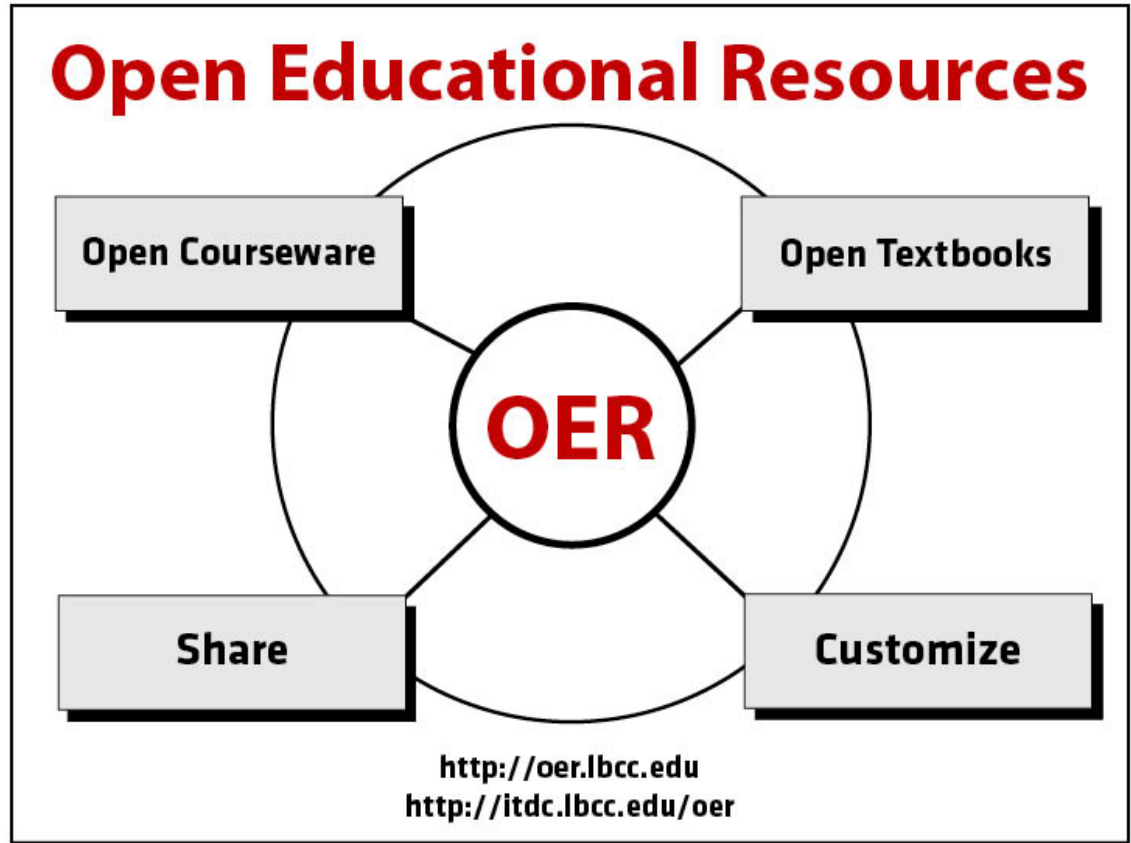
What is a MOOC

- MOOC = Massively Open Online Course
- it is a model of educational delivery that is “massive”
- theoretically no limit to enrolment
- open, allowing anyone to participate
- usually free
- online - with learning activities typically taking place over the web, and
- a “course” - structured around a set of learning goals in a defined area of study

Core Differences between OERs and MOOC's

OERs	MOOCs
The main feature of Open Educational Resources is their open licenses, allowing for the possibility of use and reuse	Though MOOCs are offered with open education access and are mainly free, in most cases their contents are not necessarily released with open licences
Most materials may be remixed and redistributed in terms of the CC license	MOOCs are not changeable in any way. You use as is
Free materials such outlines and syllabi for creating courses or incorporating into coursework - not full courses	Full or mini courses with a definite start and end date
No faculty or creator participation - the faculty or creators have placed their materials out there for you to use, but there is no further interaction after that	Faculty or graduate assistant participation.
Always accessible	Accessible only for the duration of the course
Developed basically by higher education institutions	MOOC providers are mainly companies

Back to OERs



Challenges of OERs

Finding and using OER is not always straightforward! There are various challenges that face practitioners when it comes to harnessing OER for teaching – these include:

- Sourcing appropriate, relevant and high quality OER is an issue because there is no **one-stop-shop** for OER – they are scattered across the Internet – no single location and much time wasted on unproductive browsing
- Understanding open licenses – not everyone is familiar with Creative Commons open licenses and what they permit
- Adaptation of OER requires new skills – to adapt and repurpose OER the practitioner needs more than basic ICT skills and also needs practice in revising and remixing resources
- Very limited African content at present –other OERs thus have to be adapted accordingly
- Not all resources are culturally appropriate for all audiences
- Ascertaining usage rights and attributing content correctly (for example, copyright and licensing) may be problematic for users

Scope of OERs

OER are not one specific type of resource

Image and audio resources
Books in the public domain
Video and audio lectures
Interactive simulations
Game-based learning programs
Lesson plans
Textbooks
Online course curricula
Professional learning programs

Photo by designsbykari – CC BY NC

<http://www.flickr.com/photos/43726999@N06>

OER FORMAT AND RESOURCE TYPES



FORMAT TYPES

1. Text
2. Video
3. Images (e.g. graphics, charts, tables and photos)
4. Audio
5. Animation
6. Quizzes and games
7. Multimedia in a combination of formats which may be interactive



RESOURCE TYPES

1. OER courses
2. Learning objects
3. Digitised library collections
4. OER Encyclopaedia
5. Open text books
6. Images
7. OER online archive



OPEN EDUCATIONAL RESOURCES

Scope of OERs

- Open Educational Resources (OER) come in many shapes, sizes and formats
- The scope and availability of OER is ever expanding and overwhelming
- There is **no single comprehensive listing** of all OER
- The next 4 slides serve to introduce the scope of OER and open courseware **“Resource Types”** available globally and provide an introduction to some of the major OERs
- Please note that the groupings are not necessarily mutually exclusive as many are difficult to categorise this is a selection of sites from UnisaOpen – Finding OERs
- For a further selection, please see [UnisaOpen – Finding OERs](#)

OER Resource Types (1)

Resource Type and brief description	Examples	Go to UnisaOpen - Finding OERs for complete list
OER courses which are open learning courses (not usually for certification)	• Open Culture	
	• OpenLearn (Open University)	
	• Open Learning Initiative (Carnegie Mellon University)	
Learning Objects which are raw materials which may be used to create a set of learning materials	• JORUM	
	• MERLOT	
	• Wisc-Online	

OER Resource Types (2)

Resource Type and brief description	Examples	Go to UnisaOpen - Finding OERs for complete list
Digitised Library Collections / Resources which include open access library materials that would typically be found in a library and include books, magazines, professional journals	<ul style="list-style-type: none"> • Harvard's Open Collections Program (OCP) 	
	<ul style="list-style-type: none"> • Khan Academy 	
	<ul style="list-style-type: none"> • Digital Library Federation 	
OER Encyclopedias which are reference material containing authoritative definitions and/or descriptions of a variety of topics	<ul style="list-style-type: none"> • Encyclopaedia of Life 	
	<ul style="list-style-type: none"> • Stanford University Encyclopedia of Philosophy 	
	<ul style="list-style-type: none"> • Wikipedia 	

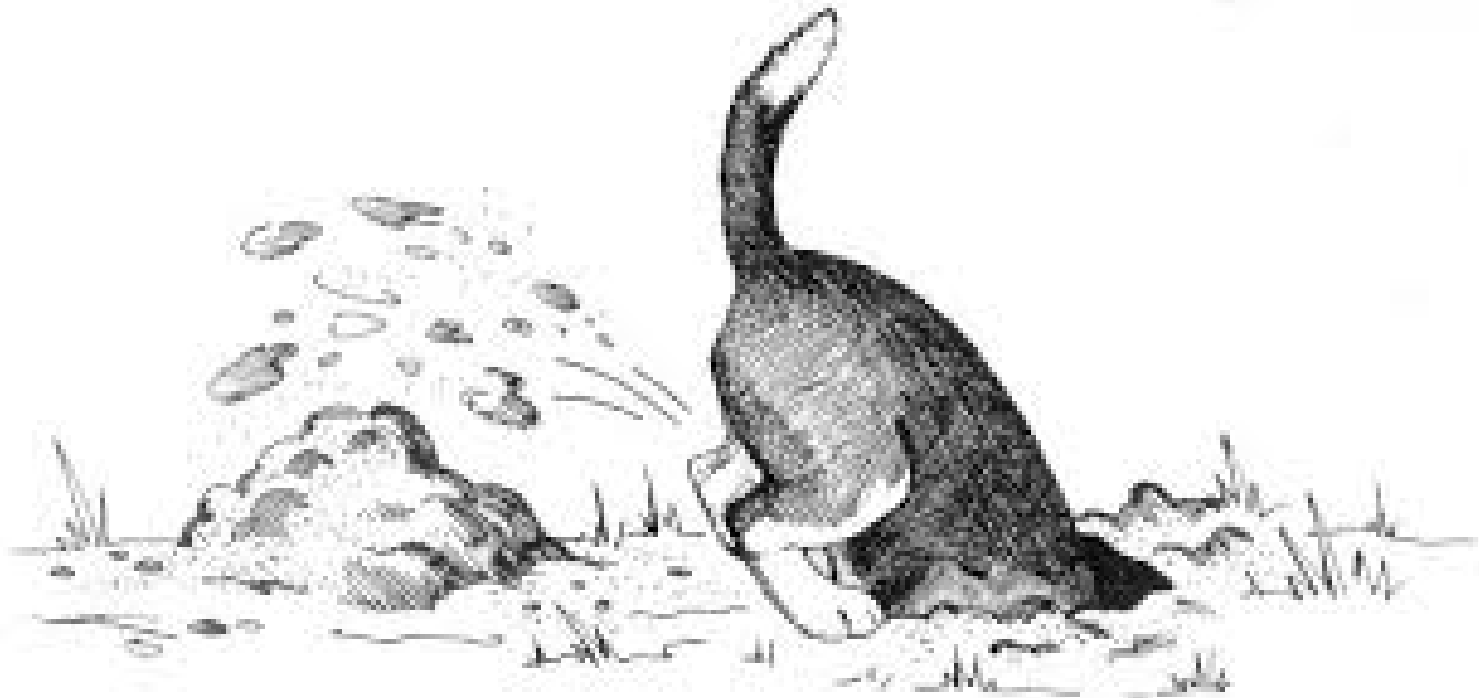
OER Resource Types (3)

Resource Type and brief description	Examples	Go to UnisaOpen - Finding OERs for complete list
Open Text books - these are digitised traditional texts	• Boundless Open Textbooks	
	• College Open Textbooks	
	• Open Academics	
Images – these provide photographs, images, pictures, icons and the like	• Images google	
	• Nounproject	
	• Openclipart	

OER Resource Types (4)

Resource Type and brief description	Examples	Go to UnisaOpen - Finding OERs for complete list
OER online archives are collections of material available in digital format. These materials can be integrated into formal educational programmes	<ul style="list-style-type: none">• OpenDOAR	
	<ul style="list-style-type: none">• OER Knowledge Cloud	
	<ul style="list-style-type: none">• BBC Creative Archive	
	<ul style="list-style-type: none">• UnisaIR	

Searching for OERs



Good video – time well spent

[Finding and evaluating open educational resources](#). (YouTube 52.35)

- It is worth taking a look at the above videoclip where [Lisbeth Levey](#) from the Commonwealth of Learning outlines her experience of what a **good** OER is. She gives a personal account of **locating** and **using** an OER suitable for supporting a **postgraduate** university course in agriculture within an **African** context

Understanding some terms

When searching for OER you will need a basic understanding of the terms

- **search engines**

And

- **repositories**

Search Engines

A search engine may be described as:

- “...a computer program that searches documents, especially on the World Wide Web, for a specified word or words and provides a list of documents in which they are found.”
- “...websites or software that search the Internet for documents that contain a key word, phrase, or subject that is specified by the user to the search engine. Each engine has its own method of searching for information.”
- May also be called a “retrieval engine”

Read more at: [Browse search engine](#)

Repositories

A [repository](#) is a central place in which an aggregation of data is kept and maintained in an organised way, usually in computer storage. It may be directly accessible to users or may be a place from which specific databases, files, or documents are obtained.

Repositories have been created to make it easier to find and access available OER. Some examples are [Curriki](#) and [Xpert](#) further examples can be found under [Tools](#).

You when searching for OER, you will come across both search engines and repositories.

OER search engines / repositories

There are a number of search engines and repositories available to search for OER ranging from excellent to average.

For the purpose of this presentation we will be looking at a few of the more important ones.

Searching

- Before searching for OER you need to be clear on what you are looking for
- What you find is very much dependent on your search terms and the search engines you use
- You will need to look across a variety of search engines and repositories

Questions to ask before searching

- What exactly am I looking for?
- What format do I want?
- How do I want to use the content?
- How recent must it be?
- Who is the audience, namely, undergraduate, postgraduate, other?
- What are key terms, or concepts or keywords?
- Is there an authoritative author on the topic whose name I can use?

Planning your search strategy

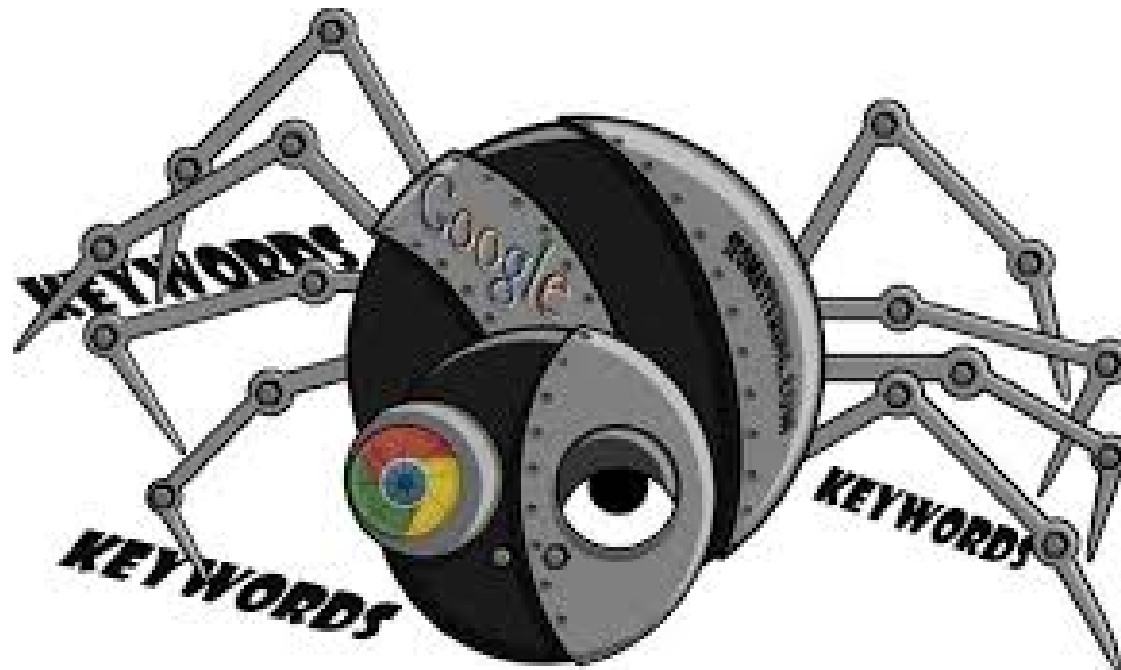
- Decide on the keywords and keyword combinations
- Some sites has options to filter the results in various categories e.g.
 - teaching levels
 - results which allow for modification
 - media types
 - by license types

Registering

- Before searching for OER on a particular site or repository, we recommend that you **register** on the site so that you can get optimal benefit. Most of the sites allow for free registration
- By registering, you will enjoy advantages of:
 - regular alerts and updates
 - storing search results on the site for later use
 - participating in discussion groups

Search Engines

ImageCredit: www.seomastering.com



Recommended search engines

The search engines listed on the next two slides are highly recommended by [edtech](#) review (see next slide)

It is recommended that your academics start with these as well as those listed on

[UnisaOpen - Finding OERs](#)

Search Engine	Description	Instructional Video
<u>DiscoverEd</u>	This is a search prototype developed by Creative Commons	
<u>OER Dynamic Search Engine</u>	Contains many more site links which store Open Educational Resources	
<u>Creative Commons</u>	If you want to find a free course material from world's top universities, creative commons is the best option for you. It allows you to search your content using a specific website of your choice, eg Flickr, youTube, Google Images, etc	<u>How to find Creative Commons Material using YouTube</u> <u>Using Creative Commons to find images on Google Image</u>
<u>OER Commons</u>	brings over 48,000 OER for sharing curriculum with the world. OER Commons team designs custom tools to support OER networks. It has an efficient search options: you can discover new resources or search by using an advanced (with lot of filtering options) search option.	<u>How to search OER Commons</u> (2.26 minutes on <i>YouTube</i>) <u>Playlist of OER Instructional Vides</u>

Search Engine	Description	Instructional Video
<p><u>FREE</u> (abbreviation for Federal Resources for Educational Excellence)</p>	<p>Contains links to learning resources created by many organizations and initiatives. You can browse either by subject or by standard</p>	
<p><u>OpenCourseWare Consortium</u></p>	<p>a collaboration of higher education institutions and associated organizations from around the world dedicated to creating a broad and deep body of open educational content using a shared model. It allows you to search courses in multiple languages.</p>	<p><u>OpenCourseWare Consortium</u> (4.36 minutes on YouTube)</p>
<p><u>MERLOT</u></p>	<p>is a free and open online community of resources designed for faculty, staff and students of higher education to share their learning materials</p>	<p><u>Merlot Basic Keyword Search Tutorial</u> (2.39 minutes on YouTube)</p> <p><u>Merlot Advance Search Tutorial</u> (3.21 minutes on YouTube)</p>
<p><u>Google OCW/OER search</u></p> <p><u>Google University Learning</u></p>	<p>Brings you the collection of OCW and OER sites in its search results. Add this gadget to your Google homepage for better usage</p>	<p><u>Google Advance Search for OER Materials</u> (2.04 minutes on YouTube)</p> <p><u>Awesome visual featuring 13 important Google search tips for students.</u></p>

Approaching the search engines

- Searching takes time and you seldom find what you want immediately – you may have to redo searches and use a variety of other search engines
- Searching on OER search engines is not as precise as when searching on commercial databases which the library subscribes to
- This take a lot of time, so do not leave it for the last minute
- Take time to look at the search screen and do not be afraid to experiment
- Searching is subjective and there is no hard and fast rule

Basic principles of using the main search screen on search engines (1)

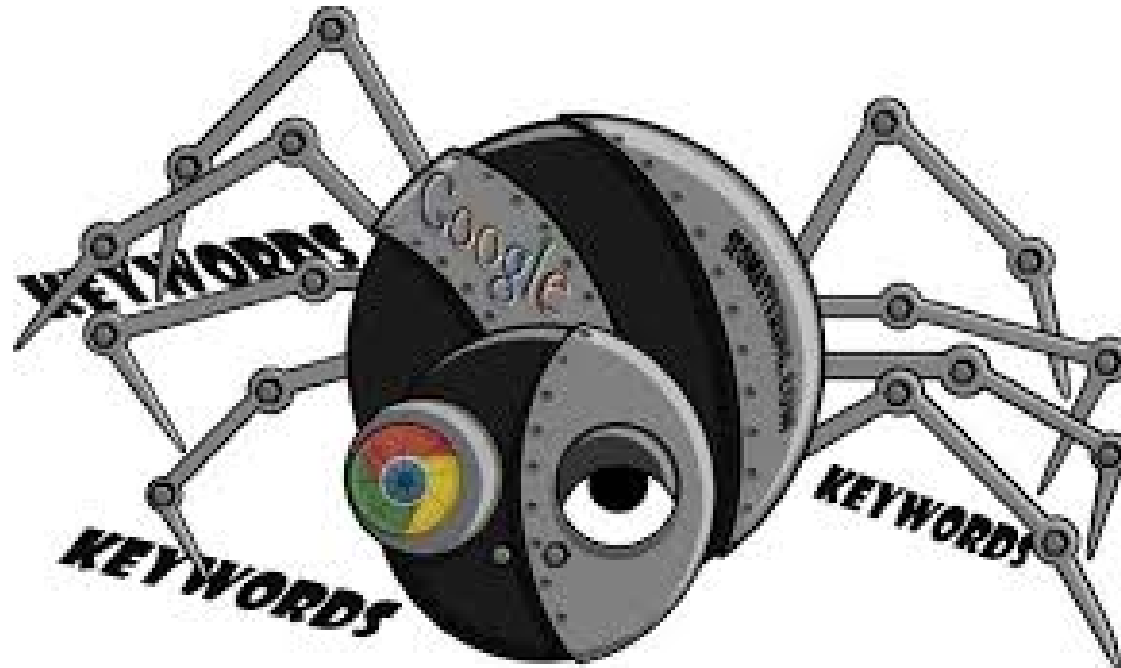
- Each search engine has its own search screen layout
- Before you start to search it is recommended that you see if you can **register** on the site
- Spend some time on the site so that you can see the various **search filters** you can use in order to find the content that you want

Basic principles of using the main search screen on search engines (2)

- The search screen on **most** search engines allows you to refine or filter your search according to:
 - Education level (for example: undergraduate, postgraduate)
 - Material type (for example: video, games)
 - Media format
 - Conditions of use
- It is recommended that you use the **Advanced** search option if provided

Selected Search Engines in more Detail

ImageCredit: www.seomastering.com



OER Commons

<https://www.oercommons.org/>

Search Share More >>

Sign In

+ LEARNER OPTIONS

Register Now! Log In Help




Discover Create Connect Learn More

Discover. Share. Create.

OER Commons is a dynamic digital library and network. Explore open education resources and join our network of educators dedicated to curriculum improvement.

What are you looking for? Subject Education Level Standard

Extensive Library, Powerful Findability



OER Commons

- [OER Commons](#)
- 120 major content partners collaborated to provide a single point of access through which educators and learners can search across collections
- Provides descriptive information about each resource
- These resources are publicly available for all to use mainly through Creative Commons licensing.

Exercise on OER Commons

- Open the basic search screen and do the following:
 - Register
 - Find the **advanced** search option and open it
 - Look at the search filters
 - Do a search on your topic using the filters

[Basic search screen](#)

[Advanced search screen](#)

Training videos:

- [How to search OER Commons](#) (2.26 minutes on *YouTube*)
- [Playlist of OER Instructional Videos](#)

MERLOT







Browser address bar: <https://www.merlot.org/merlot/index.htm> | MERLOT II - Home

Navigation: Home | Search | Communities | My MERLOT | Membership | Add to Collection | Create Materials | News & Info | About MERLOT

Search MERLOT: Search Terms [Advanced Search](#)

Log In/Sign Up | Help

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MERLOT

- [MERLOT](#) is a free and open online community of resources designed for faculty, staff and students of higher education to share their learning materials
- MERLOT provides collections of peer reviewed online learning materials
- Has a set of faculty development support services.
- Merlot resources are Creative Commons licensed

Exercise MERLOT

- Open the basic search screen and do the following:
 - Register
 - Find the **advanced** search option and open it
 - Look at the search filters
 - Do a search on your topic using the filters

Basic search screen

Advanced search screen

Training Videos

- [Merlot Basic Keyword Search Tutorial](#) (2.39 minutes on YouTube)
- [Merlot Advance Search Tutorial](#) (3.21 minutes on YouTube)

About OER Africa

OER Africa



OER Africa

Home / About Us

About Us

OER Africa is a ground-breaking initiative established by the South African Institute for Distance Education (Saide). We play a leading role in supporting higher education institutions across Africa in the development and use of Open Educational Resources (OER) to enhance teaching and learning. Click here to download the [OER Africa brochure](#).

Open Educational Resources in Africa

Open Educational Resources in Africa

OER Africa

0:00 / 11:45

YouTube

About OER Africa

Find out more about OER Africa, our team our value proposition, our partners and how we work.

- [Who We Are](#)
- [Understanding OER](#)
- [OER Team](#)
- [The OER Value Proposition](#)
- [Our Partners](#)

Our Services

OER Africa nurtures relationships with existing educational networks and institutions and offers them three complimentary forms of support.

- [Policy engagement](#)
- [Development/adaptation of OER](#)

Our resources

Here you'll find a list of resources produced by OER Africa.

- [Case Studies](#)
- [Journal Articles and contributions to other publications](#)
- [Guides and toolkits](#)
- [Reports](#)

ABOUT US

- » [About OER Africa](#)
- » [Understanding OER](#)
- » [Our Publications](#)
- » [Media Centre](#)
- » [Contact Us](#)

OER Africa

- [OER Africa](#) is an initiative established by the South African Institute for Distance Education (Saide)
- They play a leading role in supporting higher education institutions across Africa in the development and use OERs to enhance teaching and learning
- Their projects and partnerships focus primarily, on teacher education, academic skills for higher education, agriculture, and health education
- It is not a search engine for African content, but provides access to various OER search engines and repositories – content still has to be adapted, remixed and made relevant for Africa

Exercise OER Africa

- Familiarise yourself with the content on OER Africa
- Open [OER Africa](#)
- Go to the tab Understanding OER and the section on [find OER](#)

Training Videos

[OER Africa](#) (YouTube 11:44) You will see other video content on this page produced by OER Africa.

Evaluation criteria

What makes a good OER?



Source: Open University, OpenLearn, Creating open educational resources,
<http://www.open.ac.uk/openlearn/education/making-open-educational-resources/content-section-3>
(Accessed September 2013)

Evaluation criteria

It is important for academic and teaching staff to carefully evaluate OERs before re-using them. Basic criteria include:

- **author:** Is it clear who developed and wrote the material? Are the author's qualifications for creating the material clearly stated?
- **organization:** With what organization, association, or sponsor is this page's author affiliated?
- **point of view/bias:** Is any type of bias present?
- **purpose:** Is there a Statement of Purpose, and does it really indicate the purpose of the page?
- **documentation:** Does the author cite other sources?
- **timeliness:** Is the resource up-to-date and/or is a creation or update date visible?
- **suitability:** Is the audience identified in the Statement of Purpose?

What makes a good OER

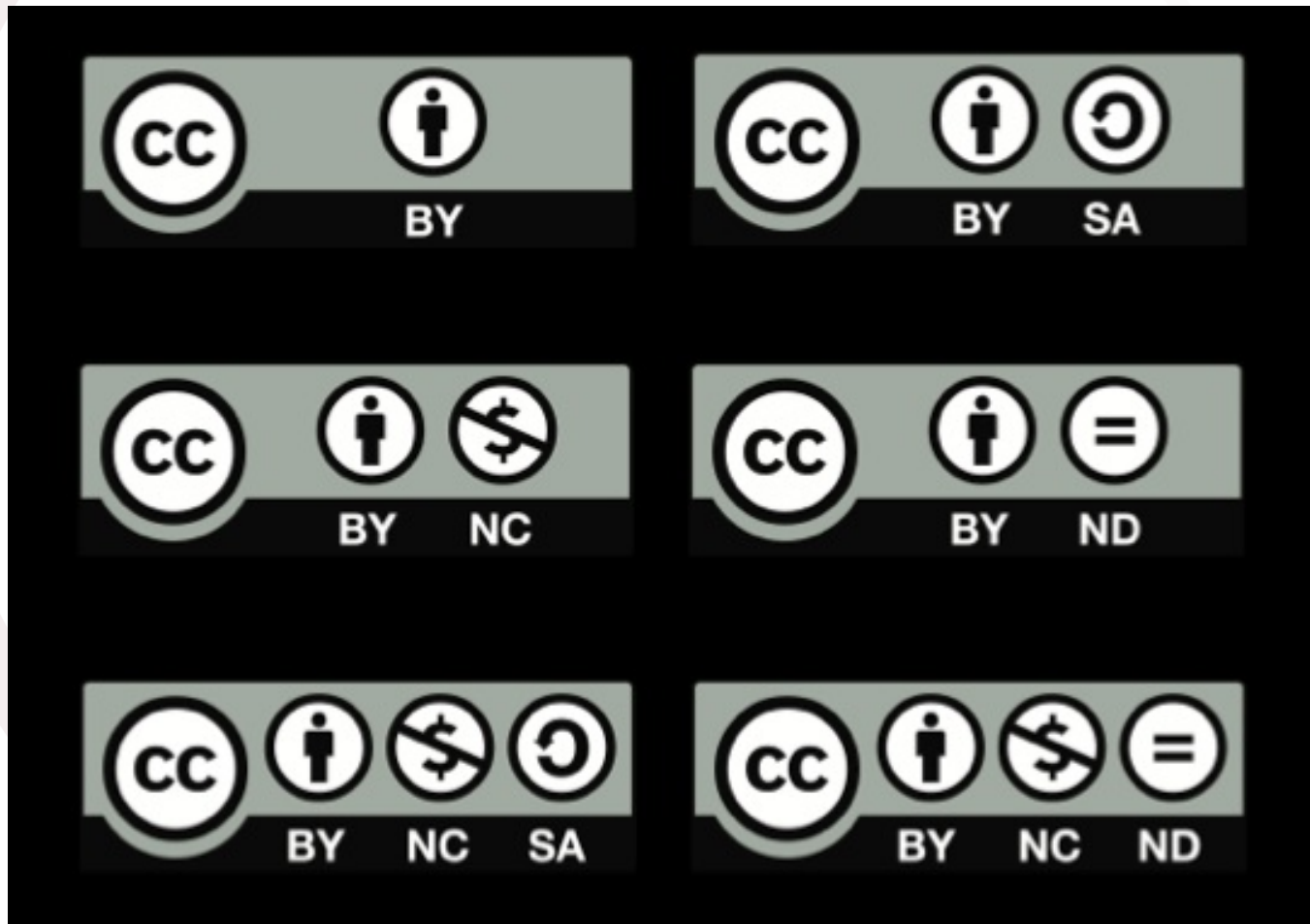
A good OER includes basically the following:

- Being **findable** – it can be in multiple locations
- Clearly **described**
- Clearly **licensed** (normally through Creative Commons)
- From a **reputable source** or one that you trust
- Easy to **modify** (if permitted in terms of the license)
- **Free-standing**, that is, it does not assume knowledge of other resources
- Free of copyright content
- Being used by or recommended by your peers or colleagues

Sourced from: The Open University. OpenLearn. Creating open educational resources. [What makes a good OER?](#)

Licensing

This section falls outside the scope of the library, but you need to be aware of how it works



Licensing

- Open educational resources often involve issues relating to [intellectual property](#) rights.
- Traditional educational materials are protected under conventional [copyright](#) terms.
- Alternative and more flexible licensing options have become available as a result of the work of [Creative Commons](#), an organization that provides ready-made licensing agreements that are less restrictive than the "all rights reserved" terms of standard international copyright





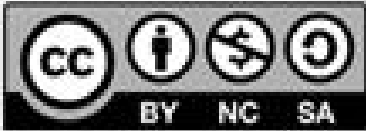

Sourced from: [Open Educational Resources](#)

Exercise: View [Creative Commons License Explained](#) (YouTube video – 5.32)

Creative Commons



- Creators may offer their work on the Web for use under a Creative Commons license
- Creators specify the rights under which their work may be used
- Go to [Creative Commons – about the licenses](#)

	CC Symbol	Description
1		<p>[BY] By Attribution Permits all uses of the original work, as long as it is attributed to the original author (Note: Attribution is in all six licences)</p>
2		<p>[BY-SA] By Attribution – Share Alike As above, but any derivative work must also use a similar license, hence “Share Alike”</p>
3		<p>[BY-ND] By Attribution – No Derivatives Licensed works are free to use / share with attribution, but does not permit derivative works from the original</p>
4		<p>[BY-NC] By Attribution – Non-Commercial Licensed works are free to use / share / remix with attribution, but does not permit commercial use of the original work</p>
5		<p>[BY-NC-SA] By Attribution – Non-commercial – Share Alike Does not permit commercial use of the original work, and any derivatives from it must use a similar licence</p>
6		<p>[BY-NC-ND] By Attribution – Non-Commercial – No Derivatives Does not permit any commercial use or derivatives of the original work. <i>Note: this is the most restrictive of CC licenses, and is often regarded as a “free advertising” license</i></p>

The Licenses



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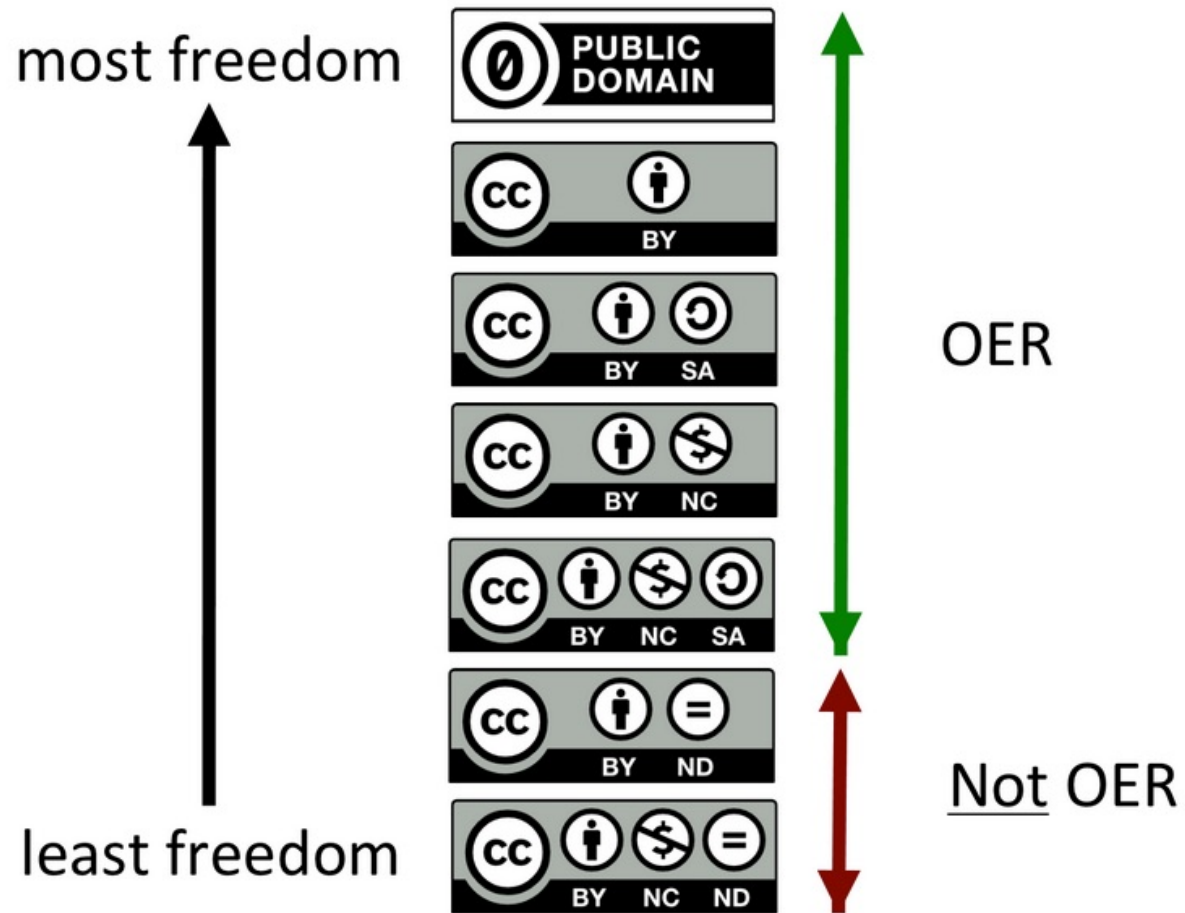
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Bird's eye view of the types of CCL

Source Credit: [Lorna Campbell Wordpress](#)



Creating a license for your own OER

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Turning a Resource into an Open Educational Resource (OER) – please view the following

- [Creating OER and Combining Licenses](#) (YouTube Video - 9:16 minutes)
- [Creative Commons Attribution license quick and awesome review](#) (YouTube Video - 5:35)
- [Creative Commons License Chooser Demo](#) (YouTube Video – 4.54)
- [Creative Commons License and how it helps us share digital content](#) (YouTube Video – 5:32)

Steps to license your OER (1)

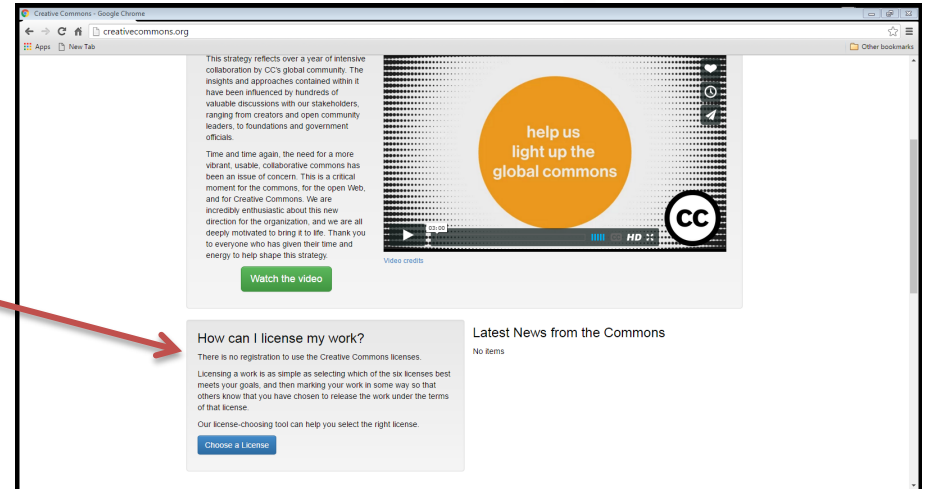
- Gather together all the resources you are going to use in your OER
- Find out who created the resources you are going to use in your OER and request permission as per license if necessary
- Decide how open you want your OER to be and what type of license are you going to use

Steps to license your OER

- Create metadata for your OER
 - Author
 - Title
 - Date
 - License
- Link the metadata to your resource

Licensing your work

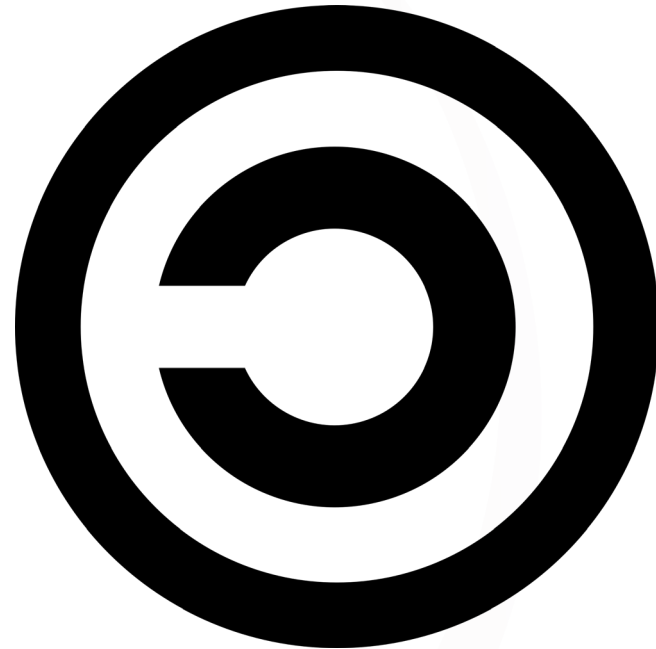
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Department of Communication Science

Information and telecommunications regulations and trends

HCMITR6

Tutorial Letter 101/2010

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Unisa contributing to OER initiatives

- **Unisa**
 - ✓ Unisa Open Courseware
 - ✓ Institutional repository
- **OER Africa** is an initiative established by the South African Institute for Distance Education (Saide)

UnisaR-UnisaOER

The screenshot shows a web browser window displaying the Unisa Institutional Repository page for Open Education Resources (OER). The browser's address bar shows the URL <http://uir.unisa.ac.za/handle/10500/4663>. The page header includes the UNISA logo and the text "Institutional Repository". Below the header, a navigation breadcrumb shows "UnisaR Home" and "Unisa OER (Open Education Resources)".

The main content area is titled "Unisa OER (Open Education Resources)". It features a "Browse by" section with a list of categories: [By Issue Date](#), [Authors](#), [Titles](#), [Subjects](#), [Advisor](#), and [Type](#). Below this is a search box with the text "Search within this community and its collections:" and a "Go" button.

The "Unisa Open" logo is prominently displayed, with a link below it: "Navigate to Unisa Open for Open Education Resources".

The "Collections in this community" section lists several items:

- [Publications \(Open Education Resources\) \[8\]](#)
- [Unisa Images \[0\]](#)
Openly licensed, freely downloadable images
- [Unisa Open Teaching and Learning Materials \[0\]](#)
Openly licensed Unisa teaching and learning materials
- [Unisa Other Open Resources \[0\]](#)
Resources available for downloading that are not images or teaching materials

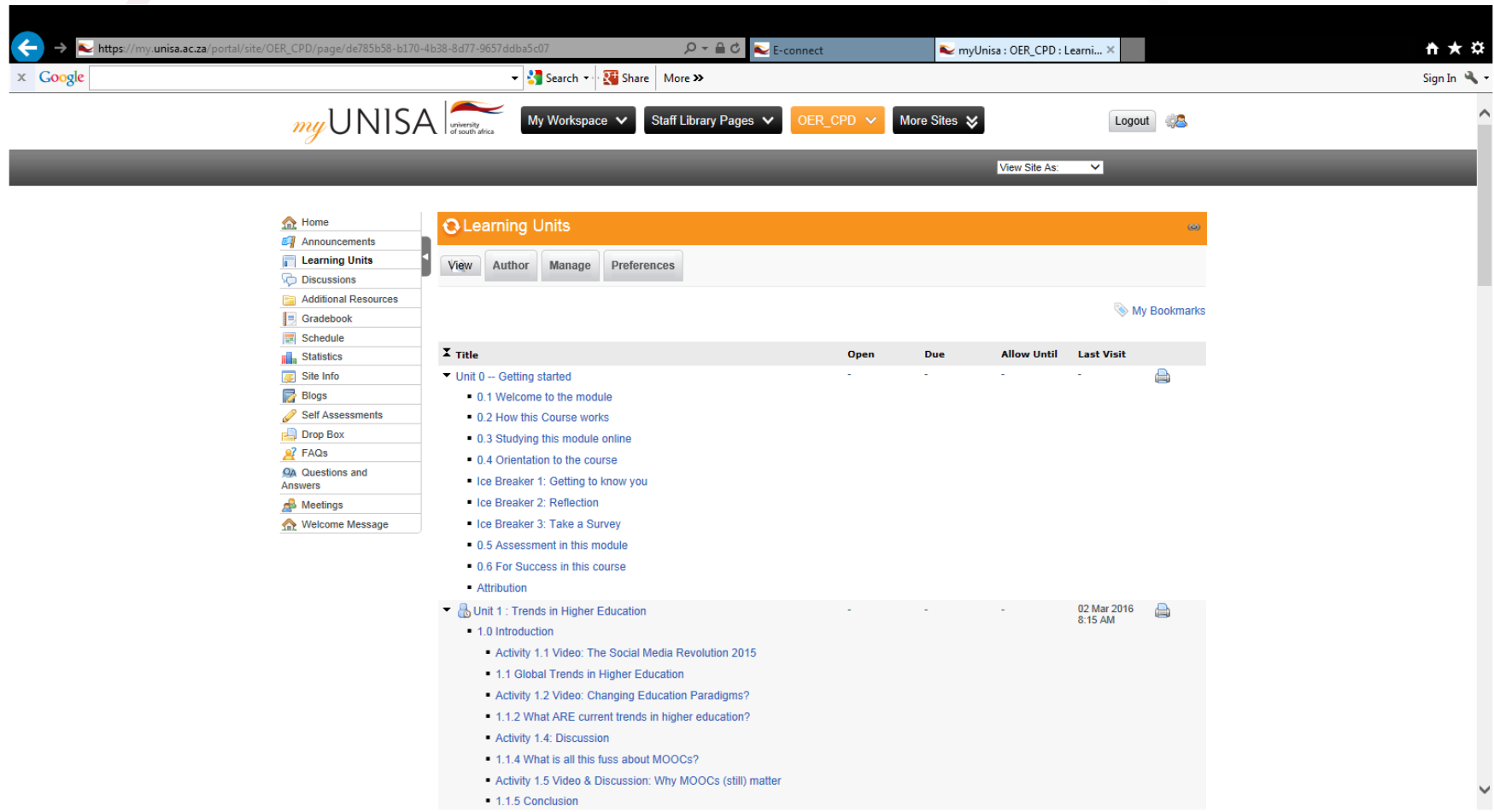
The "Recent Submissions" section is partially visible at the bottom.

On the right side, there are three vertical panels:

- Search UnisaR**: Contains a search input field, a "Go" button, and radio buttons for "Search UnisaR" (selected) and "This Community".
- Browse**: Lists navigation options for "All of UnisaR" and "This Community", including [Communities & Collections](#), [By Issue Date](#), [Authors](#), [Titles](#), [Subjects](#), [Advisor](#), and [Type](#).
- My Account**: Contains links for [Login](#) and [Register](#).
- Discover**: Shows the start of an "Author" list.

myUnisa Online Course developed by CPD – An introduction to OERs at Unisa Offered from the second half of 2016

Contact CPDinfo@unisa.ac.za to be placed on the mailing list



The screenshot shows the myUnisa Learning Units page. The browser address bar displays the URL: https://my.unisa.ac.za/portal/site/OER_CPD/page/de785b58-b170-4b38-8d77-9657d8ba5c07. The page header includes the myUNISA logo, navigation menus for 'My Workspace', 'Staff Library Pages', 'OER_CPD', and 'More Sites', and a 'Logout' button. A 'View Site As:' dropdown menu is also present.

The main content area is titled 'Learning Units' and features a navigation bar with 'View', 'Author', 'Manage', and 'Preferences' buttons. A 'My Bookmarks' icon is located on the right side of the page.

The page displays a table of learning units with the following columns: Title, Open, Due, Allow Until, and Last Visit. The table content is as follows:

Title	Open	Due	Allow Until	Last Visit
Unit 0 -- Getting started	-	-	-	-
0.1 Welcome to the module				
0.2 How this Course works				
0.3 Studying this module online				
0.4 Orientation to the course				
Ice Breaker 1: Getting to know you				
Ice Breaker 2: Reflection				
Ice Breaker 3: Take a Survey				
0.5 Assessment in this module				
0.6 For Success in this course				
Attribution				
Unit 1 : Trends in Higher Education	-	-	-	02 Mar 2016 8:15 AM
1.0 Introduction				
Activity 1.1 Video: The Social Media Revolution 2015				
1.1 Global Trends in Higher Education				
Activity 1.2 Video: Changing Education Paradigms?				
1.1.2 What ARE current trends in higher education?				
Activity 1.4: Discussion				
1.1.4 What is all this fuss about MOOCs?				
Activity 1.5 Video & Discussion: Why MOOCs (still) matter				
1.1.5 Conclusion				

List of resources

- [A Basic Guide to Open Educational Resources - COL](#) : A basic guide and good starting point
- [The OERs - Open Education Resources](#) : A video about how technology is transforming our system of education, generating equal opportunities for all.
[UNESCO: What are Open Educational Resources?](#) : UNESCO Communication and Information on OERs
- [What is OER \(Open Educational Resource\)? - EdTechReview™ \(ETR\)](#) : **Free Newsletters** & get all updates on News, Trends, Practices, Product Reviews, Reports, Resources, Events and much more on Education Technology

List of resources

- [A Basic Guide to Open Educational Resources](#) This is a free eBook from UNESCO
- [CCCOER Webinars](#) Discover how other community colleges are adopting and creating OER via 20 minute webinars.
- [Guidelines for open educational resources \(OER\) in higher education](#)
"Given the potential of OER to improve higher education systems, UNESCO and the Commonwealth of Learning (COL) have developed these Guidelines ... to support governments, higher education institutions/providers, academic staff, student bodies and quality assurance/accreditation and recognition bodies."
- [Learning about OER - videoclip](#)
- [OER Handbook for Educators](#) "Welcome to the world of Open Educational Resources (OER). This handbook is designed to help educators find, use, develop and share OER to enhance their effectiveness online and in the classroom."
- [FAQs from OER Africa](#)

List of resources

- [A Brief Guide To Understanding MOOCs](#) Ken Masters (Sultan Qaboos University) writes a very accessible analysis of how MOOCs have developed, and what separates them from other models of online education.
- [What You Need to Know About MOOCs](#) This is The Chronicle of Higher Education's launchpad for MOOC-related materials; notice the timeline of news and features, which the Chronicle continues to expand.
- [7 Things you should know about MOOCs](#)

List of resources

- [Unisa Open](#)
- [OER LibGuide](#) : Serves as a point of departure in finding information OERs
- [MOOCs LibGuide](#) : Gives an overview and guidance in finding information on MOOCs as well as providing further avenues for self-exploration
- [What is a MOOC](#)

LINK TO RECORDING

- https://mylifeunisaac-my.sharepoint.com/:v:/g/personal/naiduy_unisa_ac_za/EYc1c8jy1b5LkUkLUYcGD60BUfhornticCzqyULuwy98cw

Thank you

