



This is a short, simple tutorial to introduce open content and acquire the skills necessary to search for and evaluate Open Educational Resources (OER).

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## Why find and use open content?

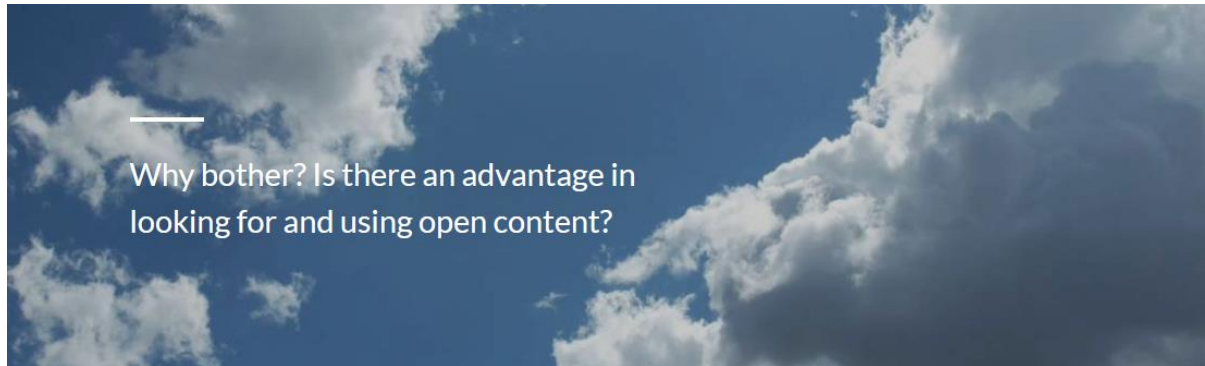


Image: andryn2006 (CC BY-SA)

Many librarians and educators appreciate the value of openly licensed content. That is, to find and share **quality, free** educational resources, **without having to ask for permission**, and that **can be adapted** to better suit local contexts and needs. Read the video transcript below which provides an overview of this value proposition.

### **Video transcript: el BID – the IDB. (2012). Open Educational Resources (CC BY)**

#### **Why is it important to share content?**

A few years ago, a professor taught a climate change course, reaching about 100 students per semester. One day, he thought: If I could upload this course online then not only would my 100 students have access to it, but others as well. So he did. And this is what happened:

Anna sent the courses content across the country to Alex, who was studying climate change. Alex found it so interesting that he forwarded a copy to his friend Lulu in Africa. Lulu was developing peer-to-peer courses with Philip so they remixed the content with other resources and created a new course about the Impacts of Climate Change in Africa.

Alan, a participant in the course, shared the content with Gabby, who was studying Environmental Policy in Latin America. Gabby brought the content to her class, and together they translated it into Spanish. After that, Gabby's professor shared it with his other classes.

Myra, another student, shared the content with her father, who passed it on to his colleagues.

Gabby's professor also forwarded the content to David, a colleague in the UK who

was researching Climate Change. He updated some of the data, adapted it to his study, and published an article in an open journal. Researchers from all over the world were able to read the article.

David sent the updated content back to the original professor. By then, his course had reached so many more people than his original 100 students.

Years later, many schools have begun to follow the example and Open Access to their content. Governments began promoting the use of open textbooks and students began saving money on books.

Other innovative universities began to Open Access entire courses, making them available to participants from all around the world. These are open educational resources, teaching, learning, research resources that can be reused, redistributed, remixed, and revised.

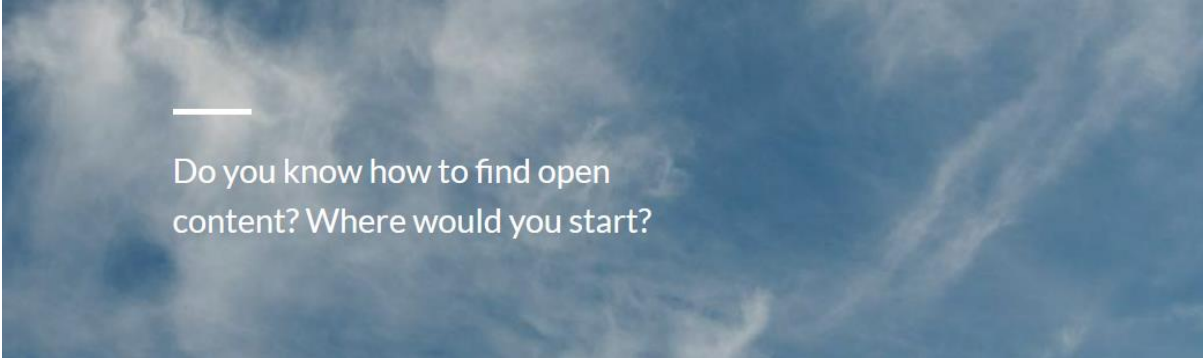
Open educational resources are accessible to everyone: learners, teachers, researchers, parents, workers, citizens, to you.

This is open education: knowledge as a public good.

Everyone has the right to be educated, yet only a few have access to school. Open educational resources increase access to, improve quality of and reduce costs of education.

Sharing knowledge is important. Now you know open educational resources gives everyone the opportunity to learn.

The issue, however, is how to **find** these resources as there is no one-stop shop for open resources. Many librarians, educators and designers don't know how to efficiently search for and identify useful resources. Some just throw up their hands in horror and give up when tasked with finding suitable resources on the Internet!



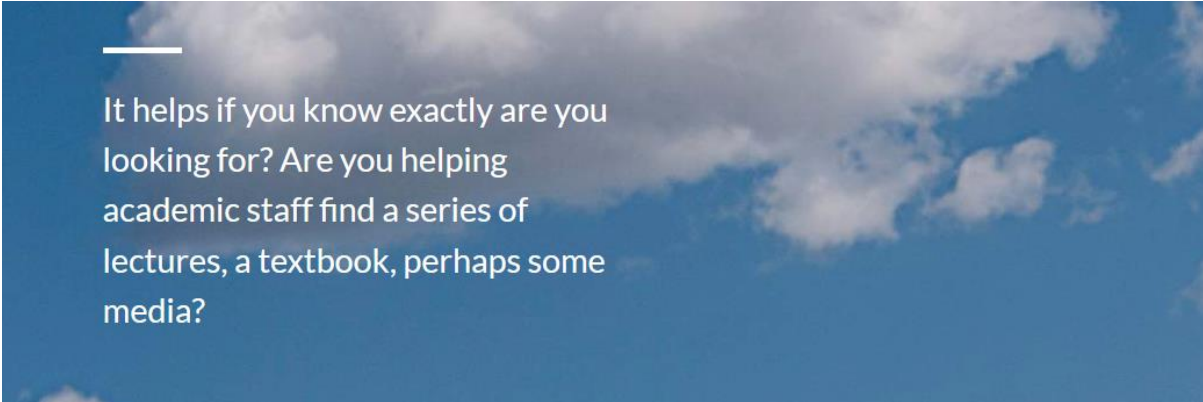
Do you know how to find open content? Where would you start?

Image: [Niklas Morberg on Flickr](#) (CC BY-NC)

In this tutorial, we will outline a search strategy for open content - a suggested set of procedures that you can follow to ensure that you can quickly find, and evaluate, open resources.

Let us begin on how to find open content and open educational resources!

## What is open content?



It helps if you know exactly are you looking for? Are you helping academic staff find a series of lectures, a textbook, perhaps some media?

Photo: [JoLynne Martinez on Flickr](#) (CC BY-SA)

What type of open content is available to educators and course designers? In this session we will investigate **Open Courseware (OCW)**, **Open Educational Resources (OER)**, and **Massive Open Online Courses (MOOCs)**. **Open Access (OA)** research journals and **Open Data**, additional examples of Open Content, are covered in the learning pathway entitled 'Publish Open Access'.

### Distinguish between OER, OCW and MOOCs

Open content comes in different forms ranging from simple assets such as a worksheet or a photo, to a unit of study or a whole course. It is important to know what exactly you are looking for.

Read the video transcript below which explains the difference between these open content types.

**Video transcript: OER Africa. (2021). Open Content Types (CC BY)**

Within the broader category of openness, there are a number of open movements and different types of open content. For example, you might have heard of open source software an early precursor in openness. In recent years though, open science, open data, and even Open Access journals have emerged. However, in this segment, we want to investigate open content, specifically open educational resources and a subsection of that category: open courseware. We also need to look at Moocs, or massive open online courses, as the open in their title needs to be fully unpacked and fully understood. It is important that we understand the implications of using each of these different types of open content.

Alright, so firstly, OER or open educational resources are teaching, learning and research resources that have been released under an intellectual property licence that permits free use and repurposing by others. OERs could include lesson plans, worksheets, textbooks, videos, tests, the exams and even the marking memo. OERs are, in fact, any tool, material or technique used to support access to knowledge.

OCW or open courseware, really is just a course and all of its components, and this could include the lecture notes, the course readings, the course assignments, the course examination, and even the marking memo. Academics and course developers can take these OCW, the course materials, free of charge and without asking for permission.

A MOOC, or a Massive Open Online Course, is an online course aimed at unlimited participation and Open Access via the web. These courses attract classes in the 10s of thousands. But with MOOCs you do need to be careful. While early MOOCs often emphasized Open Access features, lately the majority of MOOCs use closed licences for their course materials, while still maintaining free access for students.

OK, let's summarize. So different open content types. First of all, we looked at open educational resources (**OERs**) and these are resources that in most cases can be used free of charge without having to ask for permission and in most cases can be adapted for new purposes. A subsection: open courseware (**OCW**), these are free-to-use courses made-up of the course's components and materials. In most cases, these can be adapted for new contexts. And then **MOOCs**: these allow free access for students to short online courses. But if you want to use their materials, you need to check the license to see if they allow repurposing of their course materials.

## OER

**Open educational resources (OER)** are free and openly licensed educational materials that can be used for teaching, learning, research, and other purposes. OER are teaching, learning materials in any medium – digital or otherwise – that reside in the public domain or have been released under an open license that permits no-cost access, use, adaptation and redistribution by others with no or limited restrictions.

**Example: OER Commons: <https://www.oercommons.org/>**

OER Commons is a digital public library and collaboration platform. It offers a comprehensive infrastructure for curriculum experts and instructors at all levels to identify high-quality OER and collaborate around their adaptation, evaluation, and use to address the needs of teachers and learners. Diving into OER Commons is an exciting opportunity to collaborate with other educators and learners, at the forefront of a new educational era.

## OCW

**OpenCourseWare (OCW)** is a subsection of OER. It specifically describes **free** and open courses usually, but not exclusively, at college and university-level. OCW can include course planning materials and evaluation tools as well as thematic content. OCW are free and **openly licensed**, accessible to anyone, anytime via the internet.

**Example: MIT Open Courseware: <https://ocw.mit.edu/index.htm>**

MIT OpenCourseWare (OCW) is a web-based database of virtually all MIT course content. OCW is open and available to the world and is an ongoing MIT activity. Through OCW, educators improve courses and curricula, making their schools more effective; students find additional resources to help them succeed; and independent learners enrich their lives and use the content to tackle some of our world's most difficult challenges, including sustainable development, climate change, and cancer eradication.

## MOOC

A **massive open online course (MOOC)** is an online course aimed at **unlimited participation** and **open access** via the web. Early MOOCs often emphasized open-access features, such as open licensing of content, structure and learning goals, to promote the reuse and remixing of resources.

Later MOOCs, however, use closed licenses for their course materials while maintaining free access for students. Some MOOCs have begun to restrict student access to course materials after completing their studies. So, the openness of MOOCs varies from course to course.

**Example: Coursera: <https://www.coursera.org/>**

Every course on Coursera is taught by top instructors from world-class universities and companies, so you can learn something new anytime, anywhere. Hundreds of free courses give you access to on-demand video lectures, homework exercises, and community discussion forums. Paid courses provide additional quizzes and projects as well as a shareable Course Certificate upon completion.

Activity

In the table below, indicate whether the description relates to a MOOC, OER or OCW.

Description	MOOC, OER or OCW
Offers free access to students to attend classes offered by the world's top academics	
University level course materials	
Individual assets such as text files, audio files, diagrams often distributed individually	

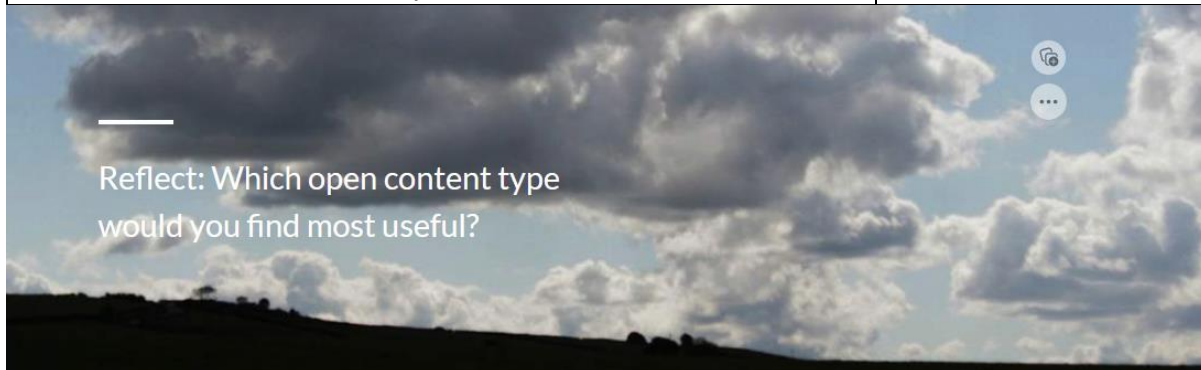


Photo: [underclassrising.net on Flickr](https://www.flickr.com/photos/underclassrising/) (CC BY-SA)

**Reflection Feedback**

Good question, and the answer... depends!

- If you are a new educator and have been allocated a subject, or topic, you are not too familiar with, then adapting **OCW** does make sense. Developers too, might find the structures inherent in a course design of interest too.
- The vast majority of us, however, probably just want a graphic, video clip, or the definitions of specific terms to supplement what we are doing. Then, **OER** are much more useful, and manageable.
- **MOOCs**, because their content is generally not open, makes sense when learning itself is the goal. These free courses are attractive to learners.

## How to search for open content using Google

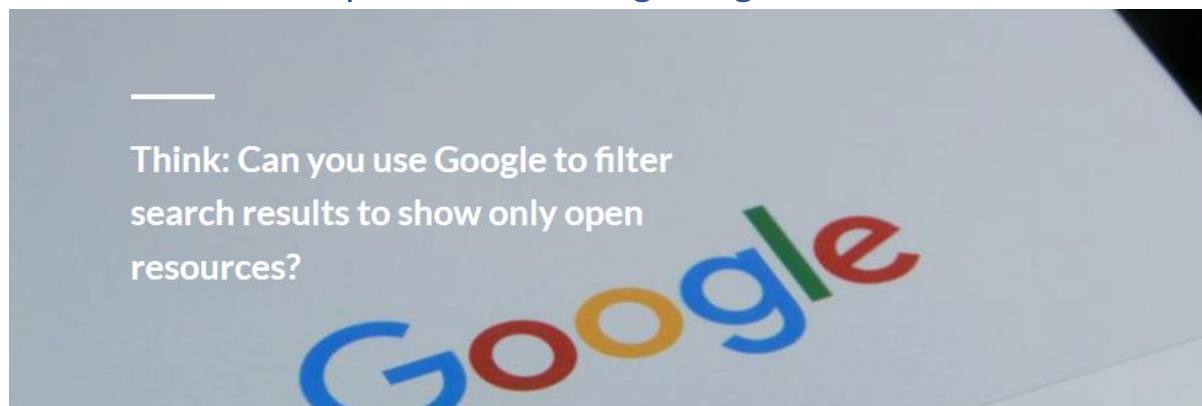


Image: [Pikrepo](#) (CC Zero)

Sadly, there is no one-stop shop to search for and collect your open content. We need to use various search techniques. Google is a popular search engine and is familiar to librarians and many educators. However, most of us rarely use its customizable functions offered in **Google Advanced Search**. Read the video transcript explaining how to adjust the usage rights filter.

### **Video transcript: Moore, AJ. (2018). Using Google Advanced Search to find Open Content (CC BY)**

In this segment, we're going to look at using a regular search engine and in this instance we're going to use Google's Advanced Search.

Google also allows us to search for specific OERs. In order to do that though, and filter by licence, you do need to use their Advanced Search and to get there you'll have to navigate to this URL: [www.google.com/advanced\\_search](http://www.google.com/advanced_search).

Just as with any normal search you will need to put in some search terms / criteria. I'm going to continue the search for algebra resources. The other items there you can fill in if you want, but what we are particularly interested in is this last field, which is called 'Usage Rights'. At the moment you can see the default setting is 'Not filtered by licence', so we're going to adjust that. There are four other options:

- Free to use or share
- Free to use or share, even commercially
- Free to use, share or modify
- Free to use share or modify even commercially



We're going to go for that last one that seems to be the most open of the licences and you will now see that there is an Advanced Search button and we're going to select that and see what our results are.

We'll get past the Google ads at the top and have a look at the first few items. And you can see that they're pulling the first couple of resources from Wikipedia which we know now that all Wikipedia entries have been licensed with a Creative Commons licence.

When searching for open content on Google we need to use the usage rights filter offered at the bottom of the advanced search screen and understand what Creative Commons (CC) licences are implied by permissions such as:

- Not filtered by licence
- Free to use or share
- Free to use or share, even commercially
- Free to use share or modify
- Free to use, share or modify, even commercially

If you don't know your CC licences we recommend you do the previous tutorial on open licensing, if you do know them do the following exercise.

Activity: Short quiz

Answer the short questions below to match Google's usage rights descriptions to the Creative Commons licence types. The answers will be on the last page of these course notes.

Google usage rights description: Not filtered by licence?

- All licences actually, but we have to assume that they are all fully copyrighted
- CC BY
- CC BY-NC-SA

Google usage rights description: Free to use, share or modify, even commercially?

- All licences actually, but we have to assume that they are all fully copyrighted
- CC BY
- CC BY-NC-SA

Google usage rights description: Free to use or share? (there may be more than once correct answer!)

- Fully copyrighted licences
- CC BY
- CC BY-NC-SA
- CC BY-SA
- CC BY-ND
- CC BY-NC
- CC BY-NC-ND

Google usage rights description: Free to use or share, even commercially? (there may be more than one correct answer)

- Fully copyrighted licences
- CC BY
- CC BY-SA
- CC NY-ND
- CC BY-NC
- CC BY-NC-SA

### Google image search

Google image search works differently, although it does have a usage rights filter that uses similar permissions to those listed above. Read the video transcript below to understand the usage rights filter applied to sort image results.

### **Video transcript: OER Africa. (nd). Google image search Creative Commons filter (CC BY)**

Google also has a great facility to find images and one of the filters is to discover Creative Commons licensed images. So how do we do that?

Well, first of all, just navigate to <https://images.google.com> and then insert your search criteria. I'm going to have a look for Nelson Mandela. And do a straight search. If you type this search criteria in you'll see some results and what is important if we want to now filter out the fully copyrighted images from the openly licensed images, is you need to select the little button on the right titled 'Tools'. You'll see there's another line of criteria that we can use - the last one 'Usage rights'. If we click on this we can see that it offers us a filter to find Creative Commons licences.

Once we've selected the licence we want, then you can see there's a whole load of

pictures here that we could use for our presentations and the students for their projects, et cetera. And if you click on one of them, you will see on the right hand side a summary of where the picture comes from and what the particular licence is. Remember, it's done a blanket search for all Creative Commons licensed materials and it'll give us the actual licence in the summary page.

Word of warning: if you were to click one of those pictures below, which says 'Related Images', the filter which you originally specified disappears, so it'd be a little bit careful that if you choose one of these other pictures you'll see here it says the image may be subject to copyright. So if you decide that you would rather have a look at only Creative Commons licences, make sure you choose from the pool on the left hand side.

### Search activity

Now that you have seen others do it in the videos, can **you** use Google advanced search and Google image search to find open content?

1. Access **Google Advanced Search** ([https://www.google.com/advanced\\_search](https://www.google.com/advanced_search) or **Google Images** (<https://images.google.com/>)
2. Insert search terms into the top field to see if you can find resources about **Street Art** that incorporates motifs of **Nelson Mandela**
3. Then click the 'Tools' button and adjust the 'usage rights' field to limit the results to resources licensed as 'Creative Commons Licences
4. Perform your search with the usage rights filter activated
5. Did you find this image below? If not, perhaps add the search term 'Graffiti Rua Afonso de Albuquerque



## Search using Creative Commons search



Image: [JoLynne Martinez on Flickr](#) (CC BY-NC-ND)

Another popular tool used to find open content is **Creative Commons Search**. This tool is favored by librarians, courseware designers and developers looking for free, quality media they can adapt. It is also appealing to student teams assembling multimedia projects and presentations.

For example, they might be looking for background music, or perhaps some artwork, to add to a video they are producing. Read the video transcript below which explains the search process using this tool.

### **Video transcript: AfLIA. Moore, AJ. (2023). Creative Commons Search (CC BY)**

In this video, we're going to have a look at how to find openly licenced media and we're going to use the Creative Commons search facility.

Navigate to <https://creativecommons.org> and you'll note that on the main site there is no search link - you have to manipulate the URL just slightly to get into the search facility. <https://search.creativecommons.org>.

We've now opened the search facility. The way this search works is it's identified a number of repositories or libraries of openly licensed materials, or some sites which have an open licence filter and it automatically employs it.

So, if you explore the repositories: on the left hand side you can see there's 'ccMixer' for music, we've got 'Nappy' for images, we've got 'Sketchfab' for 3D models, 'Vimeo' for video. In the second column we've got 'Google Images', which we've already looked at. There is also 'Open Clip Art' for clip art, 'SoundCloud' for music. And in the third column 'Flickr' for photographs, 'Jamendo' for music,

'YouTube' for video, and so on. However, look at 'OpenVerse'. This is the new repository and it looks for both images and audio at the moment. And that's quite fun! So let's use OpenVerse to start with.

We'll put in our search criteria and make sure that we have selected our 'OpenVerse' and click on search. And here are the results. The images 3400 odd, 2 audios and it is put together in the attractive grid. You can also say which particular licence you are looking for. So I would just the main open ones. I've gone for public domain, CC0 and CC BY.

Alright and now here is the filtered list. You can say this photo here looks good. And if you scroll down, you can see who it should be attributed to: South Africa - The Good News. We can see the license: CC BY. We can also click on 'Get this image' to look at it in its original repository, and in this case we can see it is Flickr.

If we go back to our search portal we can look for other things, for example, we could say: Let's find a piece of music and I'm just going to go for a piece of music called 'Work'. And I would say search. It found a few pieces here. There's a band called 3VOL Soundsystem, which has a song called Work. Here it is here.

And you can also do 3D. Models. So let's have a look at Sketchfab. In this case I want to look for something within Africa. And we've got a number of artifacts which are built as 3D models. We'll look at this example of an African elephant: you can see it's rendering and the nice thing is it's a 3D model so you can turn around and look at them in different angles.

So, if for any of your lecturers or any of your academic staff or students are looking for 3D models which they can manipulate further, here is another place.

### Search activity

Use Creative Commons search to find a piece of music that could be used as part of your presentation, blog, website or video.

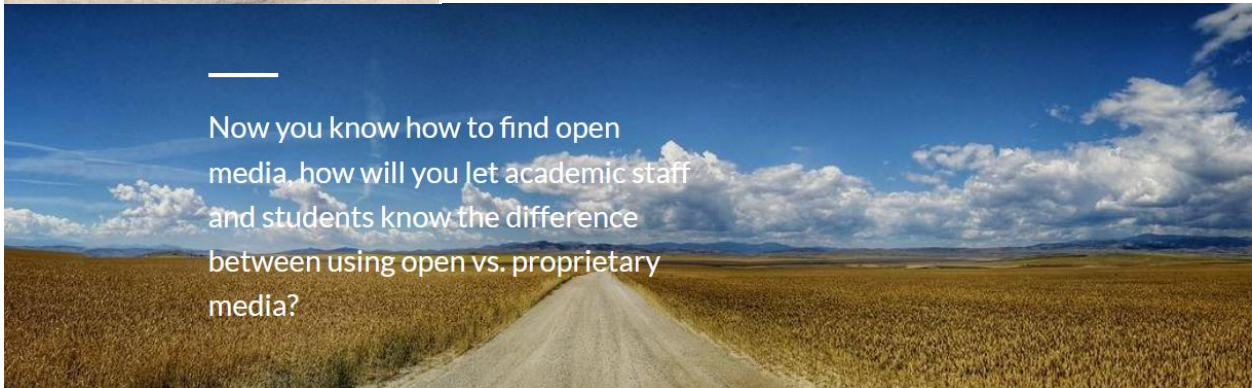
1. To try out this search tool, type the following URL in your browser: <https://search.creativecommons.org/>
2. See if you can find a piece of music called 'Work' by 3VOL Soundsystem on SoundCloud
3. Note this piece of music should have a CC BY-SA licence



### *Album cover: 3VOL Soundsystem*

Did you find this piece of music? Was it something you related to?

They might be an acquired taste!



Now you know how to find open media, how will you let academic staff and students know the difference between using open vs. proprietary media?

Photo: [Los Paseos on Flickr](#) (CC BY-SA)

### **Reflection Feedback**

It is important that we model best practice when it comes to using open resources. It is essential that our academic staff and students know how to locate and use open content in their projects and assignments. Students also need to know about copyright and plagiarism. One way to do this is to insist on students attributing media they have 'mashed-up' in the creation of their presentations.



Image: [OER Africa on Flickr](#) (CC BY)

## Search for Open Content on YouTube

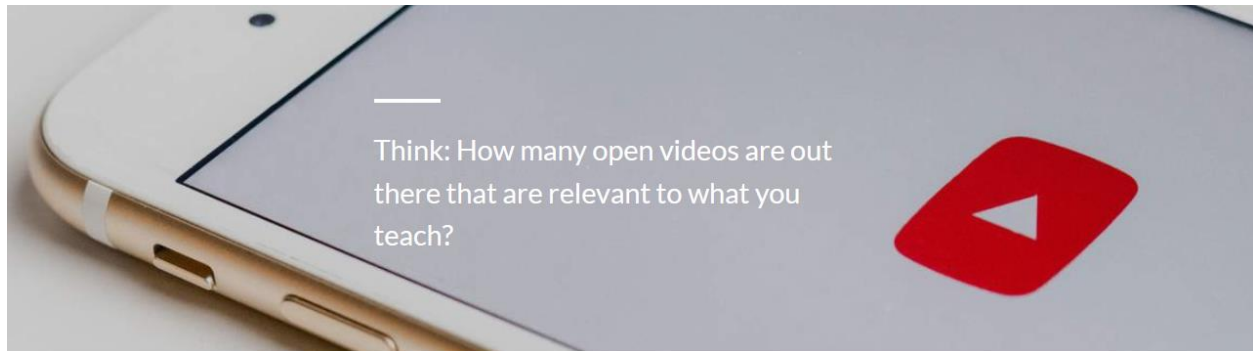


Photo: [Wallpaper Flare](#) (Free to use and share)

Sometimes you know where to look on the Internet and you don't need to use a search tool. The issue though is how to identify what is open and what is not. **YouTube** (<http://www.youtube.com>) is an obvious repository for video content and **Flickr** is a photo repository (<http://www.flickr.com>). These platforms do offer a filter that allows users to identify videos and photos licensed with a **Creative Commons** licence.

Read the video transcript below which expands on using Creative Commons filters on popular platforms.

### **Video transcript: OER Africa. (2017). Using Creative Commons Filters on Popular Platforms. YouTube. (CC BY)**

All right, welcome to this video. We're going to be working on how to find Creative Commons licensed open resources on the various famous platforms. You can look at YouTube, you're going to look at Flickr and we're going to look at OpenClipArt.

Right, let's start off with YouTube, and to begin any of these processes, you really need to do a search. So in this case, I'm going to be looking for a particular African statesman. I'm looking for Kwame Nkrumah. I'm interested in some speeches. Perhaps I'm preparing a history lesson? Once you enter your search term in the search field it provides you with, in this case, 6530 results. However, I'm looking for Creative Commons licences, so open licenses, so I go to the filter and I have a look what's available and you'll see in the 4th column there is one called Creative Commons. So if I click on this, it will now filter these results and provide only those videos which have a Creative Commons licence. In this search I'm going to go with the 1st one. :et's have a

look if it's any good:

“Let’s go back into history again, and we need to look at Doctor Kwame Nkrumah, one of Ghana's illustrious leaders, and founding fathers. He is not only remembered as Ghana's first Prime Minister and President, but also a renowned orator and writer, and this report will take a look at some of the outstanding speeches by Doctor Kwame Nkrumah.”

And this looks very encouraging and I want to check if this is something that I could use without asking for permission or without having to pay subscriptions? You'll see that the licence is Creative Commons Attribution (CC BY), which means reuse is allowed.

Right, now we want some photographs to go with our particular video, perhaps as part of the lessons so we’re going to look for Kwame Nkrumah again. This time, we're looking for pictures in Flickr.com. Same idea: when you're on the front page go to the search area and in this case I'm going to continue to look for my statesman. Let's search the photos and see what it comes up with. OK - and currently it's looking for all photographs in the database of the Flickr Archive, but that's no good. We want only the open resources. If we click on ‘Any license’, you see there's a little drop down arrow. Select: ‘All Creative Commons’ photographs. Now we can see that we've got considerably fewer, but there are some here that we could potentially use. Most of them come from the particular Memorial Park in Accra. But yes, let's have a look at this one for example. This looks good. Right. And if we Scroll down now? We can see what the Creative Commons licence is, in this case it is some rights reserved. It is attribution (CC BY). Obviously now we can use the download button and decide what particular size we would like to download.

Right. So we've got a video, we have got the audio of the speeches, we have a number of photographs from the Memorial Park. But now on our worksheet, let's say we need to put in some maps and some flags and so on. To do that I'm going to use OpenClipArt.org. The nice thing about this site is you don't have to worry about the licences. They are actually all Creative Commons 0 licenses or public domain is another way of saying it. So basically we can use anything we find here without having to actually ask for permission or pay subscriptions or anything like that. All right, so straight away. I go to the search. In this case I am looking for Ghana and let's see what they come up with in terms of clip art, so I click on the ‘Go search’. And we have some flags, we've got some maps, we've even got the soccer team’s emblem and I think I'm going to go for this very first one, so click on the link, the flag map, and here's some information about it. If I scroll down, I've got some download options. I can either download a large, medium or small version of this item, or if I want, I could actually



take the URL using these items on the left. In my case, I'm just going to go for the big image. And my computer is asking me to save it. I can save it and then say 'Open'. And there we have downloaded a free map flag of the country Ghana.

Note that if the design of your course links to YouTube videos via an Internet connection, you don't need to worry about copyright as, technically, you are not taking a 'copy'. So all the videos on the platform can be used in your course.

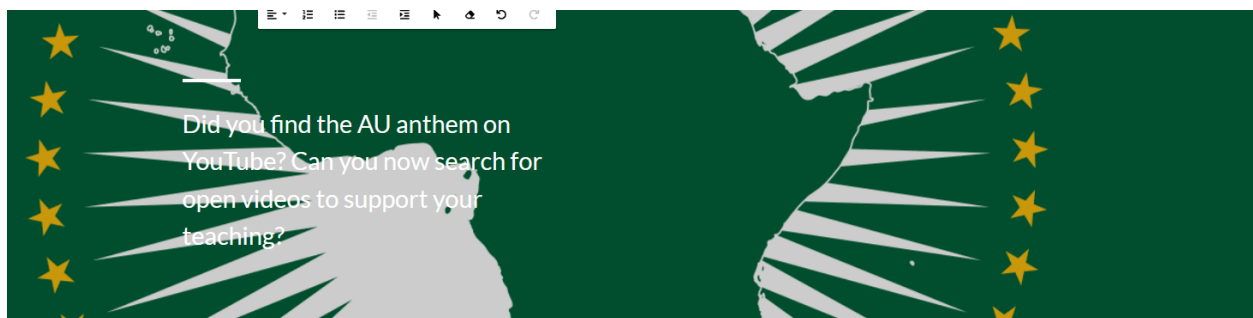
However, if your course is going to be offered to students **offline**, with content loaded onto a USB stick, for example, then you should copy only openly licensed videos. Also, if you should want to adapt or re-purpose a video, then you need to work with only openly licensed videos.

Also note, YouTube only allows the use of one Creative Commons licence: **CC BY**. According to YouTube a video is either open or it is not!

### Search activity

Can you use CC filters on YouTube? See if you can find the a video on the African Union (AU) anthem on YouTube.

1. Navigate to YouTube: <https://www.youtube.com/>.
2. Do a search for the AU anthem
3. Apply the CC filter to the results to see only openly licensed videos
4. Can you find the AU anthem?



### Reflection feedback

Let us all unite and celebrate together  
The victories won for our liberation  
Let us dedicate ourselves to rise together  
To defend our liberty and unity  
O Sons and Daughters of Africa  
Flesh of the Sun and Flesh of the Sky

Let us make Africa the Tree of Life  
Let us all unite and sing together  
To uphold the bonds that frame our destiny  
Let us dedicate ourselves to fight together  
For lasting peace and justice on earth

O Sons and Daughters of Africa  
Flesh of the Sun and Flesh of the Sky  
Let us make Africa the Tree of Life  
Let us all unite and toil together  
To give the best we have to Africa  
The cradle of mankind and fount of culture  
Our pride and hope at break of dawn.  
O Sons and Daughters of Africa  
Flesh of the Sun and Flesh of the Sky  
Let us make Africa the Tree of Life

## How to evaluate Open Content

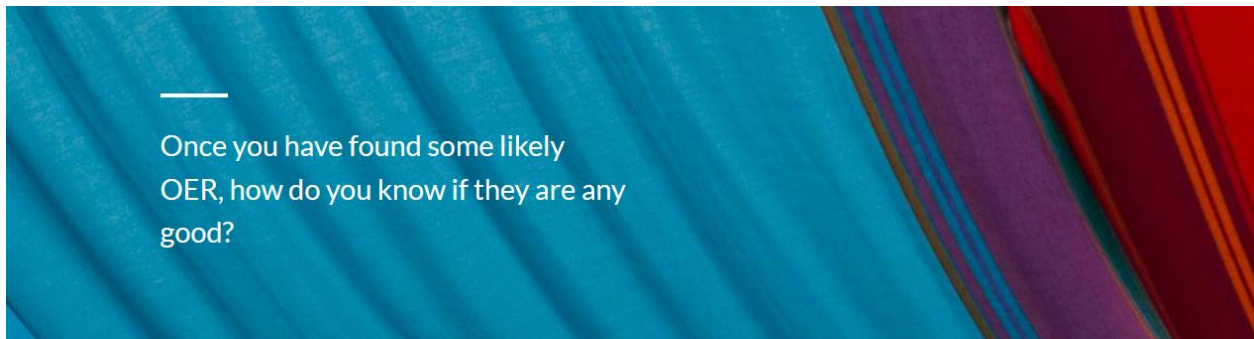


Image: [andryn2006](#) on Flickr (CC BY-SA)

With so many freely available resources online, choosing open content can be overwhelming. The BC OER Librarian's checklist below contains some suggestions when choosing resources for use in class:

- **Relevance**

Does the information directly address one or more of the course objectives?

- **Accuracy**

Is the information accurate? Are there major content errors or omissions?

- Are there spelling errors or typos?
- Has the material been peer reviewed?

- **Production quality**

- Is the information clear and understandable?
- Is the layout and interface easy to navigate?
- Do the design features enhance learning?
- For multimedia resources, are the audio/video quality high?

- **Accessibility**

- Is the resource available in alternative formats? e.g. .docx or odf?
- For audio or video resources is there a transcript or subtitles?

- **Interactivity**

- Does the resource encourage active learning and class participation? If not, are you able to add this to the resource?
- Are there opportunities for the students to test their understanding of the materials, e.g. a video with embedded questions?

- **Licensing**

- Does the licence allow for educational reuse of the materials?
- Does the licence allow modifications or adaptations of the materials? If so, can you modify the resource to better fit the class objectives or encourage active learning?

The complete document can be viewed here:

<https://opentextbc.ca/adaptopentextbook/wp-content/uploads/sites/144/2016/06/Faculty-Guide-22-Apr-15.pdf>

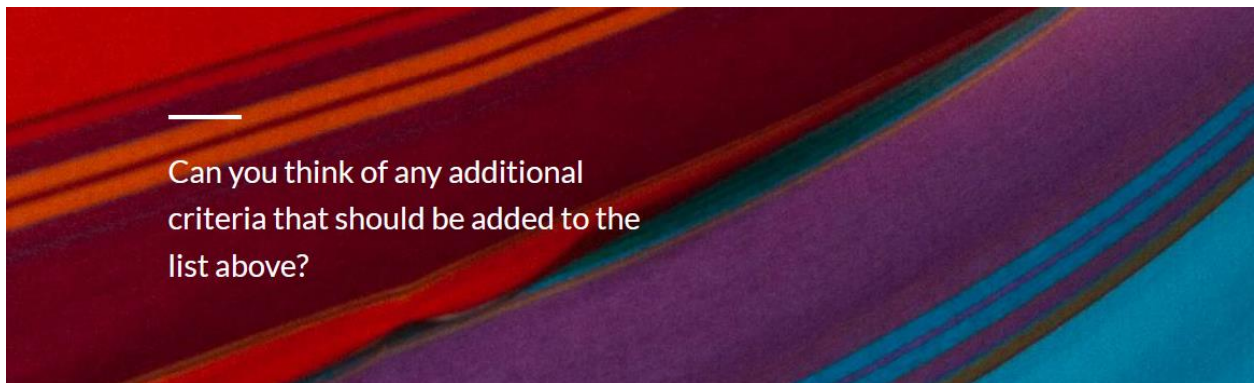


Image: [andryn2006](#) on Flickr (CC BY)

## Reflection feedback

The list here works very well for individual resources, such as OER assets. However, for evaluating open courseware you might want to adjust the criteria or add in some more. Some evaluators want to assess the extent systemic course structures encourage open education, particularly open access to the course. Other evaluators like to include an evaluation of learner support mechanisms to ensure students have the highest chances of success in the course etc.

An additional criteria? In Africa bandwidth is notoriously expensive and often insufficient for intensive resources like streaming video. Unless our students have access to ubiquitous connectivity we might want to prioritise low-tech resources (text and simple images) over video for example.

# Faculty Guide for Evaluating Open Education Resources

With so many freely available resources online, choosing OER can be overwhelming. This checklist contains some suggestions for faculty when choosing resources for use in the classroom.

## RELEVANCE

- Does the information directly address one or more of the class objectives?

## ACCURACY

- Is the information accurate? Are there major content errors or omissions?
- Are there spelling errors or typos?
- Has the material been peer reviewed?

## PRODUCTION QUALITY

- Is the information clear and understandable?
- Is the layout and interface easy to navigate?
- Do the design features enhance learning?
- For multimedia resources, are the audio/video quality high?

## ACCESSIBILITY

- Is the resource available in alternative formats (e.g. .doc or .odf)?
- For audio or video resources, is there a transcript or subtitles?

## INTERACTIVITY

- Does the resource encourage active learning and class participation? If not, are you able to add that to the resource?
- Are there opportunities for students to test their understanding of the material (e.g. a video with embedded questions)?

## LICENSING

- Does the license allow for educational reuse of the materials?
- Does the license allow modifications or adaptations of the materials? If so, can you modify the resource to better fit the class objectives or encourage active learning?

## FURTHER INFORMATION

JISC. (n.d.). *Open Educational Resources infoKit* [wiki]. Retrieved from <http://bit.ly/berinfokit>.

MERLOT. (n.d.). MERLOT Faculty Development Portal: EVALUATION CRITERIA. Retrieved from <http://facultydevelopment.merlot.org/ReviewCriteria.html>.

Shank, J. D. (2014). *Interactive open educational resources: A guide to finding, choosing, and using what's out there to transform college teaching*. San Francisco: Jossey-Bass.

**BCOER**  
WITH LIBRARIANS

This guide is a creation of the BCOER, a group of BC postsecondary librarians working together to support the use of quality Open Educational Resources (OER). For more information about BCOER and its activities, go to [open.bccampus.ca](http://open.bccampus.ca)



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## Summary

You have reached the end of this tutorial! Ideally you should be able to:

1. Identify different types of open content including Open Courseware (OCW), Open Educational Resources (OER) and Massive Open Online Courses (MOOCs)
2. Search for open content using common tools and filters (such as on Google and YouTube) as well as specialized services (such as Creative Commons Search)
3. Apply evaluation criteria to open content to determine usefulness

When doing a search for open content consider the following:

1. Use Google Advanced Search Usage Rights to identify potential open content aligned to a subject or topic
2. Use Creative Commons Search to identify specific media types
3. Use the filters on popular platforms, like YouTube, to identify open content
4. Use a set of quality criteria to evaluate the usefulness of the content you have found

That's it! We hope this tutorial proved useful.

## Attributions, references and licences

The following resources were used as part of the tutorial and are listed here for your reference:

1. AfLIA. (2023). *Creative Commons Search*. Available on YouTube at <https://youtu.be/TIZB2rkYIfg> (CC BY-SA).
2. BC OER. (2015). *Faculty Guide for Evaluating Open Education Resources*. Available online at BC Campus [http://lms.nba.co.za/pluginfile.php/3329/mod\\_resource/content/1/OER%20Evaluation%20Faculty-Guide-22-Apr-15.pdf](http://lms.nba.co.za/pluginfile.php/3329/mod_resource/content/1/OER%20Evaluation%20Faculty-Guide-22-Apr-15.pdf). (CC BY).
3. Clark, S. (2016). *Online Research: Tips for Effective Search Strategies*. Available on YouTube at <https://youtu.be/LTJygQwYV84>. (CC BY).
4. Commonwealth of Learning. (2015). *OER Search Techniques*. Available on YouTube at <https://youtu.be/EV4K-V2cHYk>. (CC BY-SA).
5. Department of Higher Education - South Africa. (2018). *Using Google Advanced Search to find Open Content*. Available on YouTube at <https://youtu.be/UuSOuyzP1wM>. (CC BY).
6. OER Africa. (2017). *Using Creative Commons Filters on Popular Platforms*. Available on YouTube at <https://youtu.be/jlqKmvDZtTI>. (CC BY).

7. OER Africa. (2020). *Find Open Content*. Learning Pathway available. at <https://www.oerafrica.org/communication/find-open-content/index.html#/> (CC BY).

### Quiz answers

Google usage rights description: Not filtered by licence?

- All licences actually, but we have to assume that they are all fully copyrighted
- CC BY
- CC BY-NC-SA

Google usage rights description: Free to use, share or modify, even commercially?

- All licences actually, but we have to assume that they are all fully copyrighted
- CC BY
- CC BY-NC-SA

Google usage rights description: Free to use or share? (there may be more than once correct answer!)

- Fully copyrighted licences
- CC BY
- CC BY-NC-SA
- CC BY-SA
- CC BY-ND
- CC BY-NC
- CC BY-NC-ND

Google usage rights description: Free to use or share, even commercially? (there may be more than one correct answer)

- Fully copyrighted licences
- CC BY
- CC BY-SA
- CC NY-ND
- CC BY-NC
- CC BY-NC-SA