

## Participatory Training on Teaching with OER

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# Participatory Training on Teaching with OER

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Training package to equip teachers with the skills for using and developing Open Educational Resources in Higher Education



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This booklet is accompanied by supporting documents, which can be found via the DOI of this publication:  
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When accessing the DOI, you can find the following files, in addition to the booklet itself:

- Slides for the activities
- Creative Commons licenses handout (for Session 1 Activity 3)
- How to reuse existing educational materials handout (for Session 1 Activity 3)
- Case study sheets (for Session 1 Activity 4)
- OER Platforms handout (for Session 2 Activity 1)
- Quality checklist template (for Session 2 Activity 2b)
- The contents of this booklet in word format, to facilitate easy editing if needed

## **Attribution and acknowledgements**

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# Introduction

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The use and development of Open Educational Resources (OER) are increasingly present in higher education, both in online continuing and in campus education (Bachelor, Master, PhD). This is demonstrated by more and more openly available courses such as MOOCs, open textbooks, and other types of openly available educational resources. While the move towards 'open' in higher education has in large part been a gradual and organic process, institutions are beginning to recognize the benefits of creating OER ecosystems, and making the use of OER a central part of their education.

In order for teachers to engage with OER, they need to be in command of a variety of skills, some specifically OER related while others being broader pedagogical or technical skills. **This booklet contains a collection of activities that trainers working with HE teaching staff can use to develop their own training, one that meets the needs of their teaching context.** The booklet presents predesigned lesson plans, containing two half-day sessions (4 hours + breaks each). You are welcome to follow these predesigned lesson plans, or create your own using the activities we have developed.

## The content of the two sessions

In the first session, training participants become familiar with the **concept of and practices surrounding OER**, and acquire a basic knowledge of copyright and licenses, after which they put all this to use in practical case studies and by considering the pros and cons of teaching with OER. In the second session the focus moves to the **question of quality when it comes to OER**: participants collaboratively construct their own OER quality framework, which then is used to evaluate specific educational resources. Activities that are closely linked to each other are indicated by the number and letter of the activities (e.g. activity 2b builds on activity 2a).

## Target audience

The primary target audience of the activities are teaching staff who wish to teach (more) with OER. However, in our work on OER over the recent years, we have seen teaching staff regularly collaborate with students and teaching assistants on the development of OER, and thus students have also participated in our trainings. The activities in this training package keep this in mind. Ultimately, however, it is up to you to ensure that the delivered training fits your target audience and that the activities are delivered in a way that are **inclusive towards all participants**.

Most activities are participatory, and require significant input from the attendees. Therefore, a minimum training size of six participants is recommended, which allows for sufficient input from training participants. At the same time, the number of participants should not exceed a group size that would hinder facilitation.

## Copyright

Copyright plays a central role in working with OER, as knowledge thereof is a precondition to making sure that resources used and/or developed are indeed openly accessible, without any copyright infringement. This necessitates the **inclusion of copyright in a training on teaching with OER**. Our experience has been that working with a copyright expert is greatly beneficial for this, because questions surrounding copyright can be case specific, and the help of an expert in copyright therefore comes in handy. If your institution has a copyright expert (often employed by the library), we recommend involving them in developing and delivering the training.

## Constructivist approach

As of yet, there are no universal standards for working with OER. Norms are often community based, and sometimes guidelines are also present on an institutional level. Overall, however, it is often up to teachers to create their own standards which they can follow. Most of the activities therefore are designed in a way to encourage participants in actively engaging with and defining core concepts and values surrounding OER, so that participants can collaboratively create the standards with the guidance of the trainers. This is in line with social constructivist learning theories, which see learning as co-creation of knowledge, and understanding as a social fact rather than individual. Incorporating this constructivist perspective into the training also aligns with open pedagogy, which has close ties to OER.

# Lesson plan & learning goals

## Session 1

Length: ~4 hours (not including breaks)

**Learning objectives: By the end of this section, participants will be able to...**

- recognize Open Educational Resources and distinguish them from other types of educational resources (e.g. proprietary).
- weigh the advantages of using OER against their disadvantages according to the needs of their students and of themselves as teachers
- understand the basics of copyright, recognize what license is used for a particular educational resource, and decide what license should be used when publishing an OER.

Activity no.	Page no.	Description	Aim	Duration	Req. materials
1	10	<b>Introduction – group forming</b> Plenary activity	Group formation, allowing participants to settle in for the training and get to know each other.	<b>15 min</b>	<ul style="list-style-type: none"> <li>• One (soft) ball</li> <li>• Slide with questions</li> </ul>
2a	11	<b>Setting the stage for the theme of 'open': experiences with sharing educational resources.</b> Group work followed by plenary feedback	Introduction to the theme of open educational resources.	<b>30-45 min</b> (20-30 min group work, 10-15 min plenary)	<ul style="list-style-type: none"> <li>• Slide with questions</li> </ul>
2b	12	<b>What is an OER?</b> Group work followed by plenary feedback	Participants actively think about what an OER can be, and create their own definition.	<b>60 min</b> (40 min group work, 20 min plenary)	<ul style="list-style-type: none"> <li>• Large sheets of paper</li> <li>• Sticky notes</li> <li>• Pens</li> <li>• Tape</li> <li>• Slide with questions + UNESCO definition</li> </ul>

Activity no.	Page no.	Description	Aim	Duration	Req. materials
3	14	<b>Mini-lecture: brief introduction to copyright and Creative Commons (CC) licenses</b> Presentation followed by Q&A	Participants acquire a basic understanding of Creative Commons licenses in relation to copyright and intellectual property ownership.	<b>30 min</b> (15 min lecture, 15 min questions)	<ul style="list-style-type: none"> <li>• Copyright presentation / digital version of handout</li> <li>• Optional: presence of a copyright expert</li> </ul>
4	15	<b>Case studies on the reuse and publication of content as OER</b> Group work followed by feedback in plenary	Participants put into practice what was learned in the previous activities.	<b>45 min</b>	<ul style="list-style-type: none"> <li>• Printed case study sheets</li> </ul>
5	16	<b>Closing: reflection on the pros and cons of working with OER</b> Group work followed by feedback in plenary	Participants consider the advantages and disadvantages of working with OER, which provides them with considerations on when and how to use or not use OER.	<b>45 min</b>	<ul style="list-style-type: none"> <li>• Large sheets of paper</li> <li>• Sticky notes</li> <li>• Pens</li> </ul>



## Session 2

Length: ~4 hours (not including breaks)

**Learning objectives: By the end of this section, participants will be able to...**

- engage with concepts surrounding OER in a critical and reflective way.
- search for education related open content (e.g. OER, images, illustrations) using a variety of platforms and search portals.
- assess the quality of OER.

Activity no.	Page no.	Description	Aim	Duration	Req. materials
1	18	<b>Introduction to platforms with CC-licensed educational content</b> Short presentation followed by individual or pair work	Participants become familiar with platforms that contain OER and other types of open content that is fit to be used for the creation of OER.	<b>45 min</b>	<ul style="list-style-type: none"> <li>• OER Platforms sheet (printed and/or embedded in slides)</li> <li>• Laptops of participants</li> </ul>
2a	19	<b>Creation of a shared OER quality framework</b> Carousel-style group work followed by plenary feedback, followed by voting and discussion of outcomes	Participants reflect on the nature of quality considerations that surround the use and creation of OERs, and cocreate their own quality model.	<b>90 min</b> (10-15 min per category, 20 min for plenary feedback and clarification, 30 min for voting and discussion of outcomes)  It is beneficial to plan overhead time for this activity, as this activity holds a lot of potential.	<ul style="list-style-type: none"> <li>• Large sheets of paper</li> <li>• Sticky notes</li> <li>• Pens</li> <li>• Small round stickers (min. 12 per participant)</li> </ul>
2b	21	<b>Application of the quality framework</b> Pair work based on the framework developed in the previous activity	Participants apply the quality model that they have created in the previous activity.	<b>20-30 min</b>	<ul style="list-style-type: none"> <li>• Educational resource brought by the participants to the training</li> <li>• Quality checklist template</li> </ul>
2c	22	<b>Reflection on and potential revision of the quality framework developed in the previous activity</b> Plenary discussion	Participants reflect on the quality model after applying it in the previous activity	<b>15-30 min</b>	<ul style="list-style-type: none"> <li>• Slide with questions</li> </ul>

Activity no.	Page no.	Description	Aim	Duration	Req. materials
3	23	<b>Potential guest lecture</b>	Participants hear from a first person perspective what it's like to teach with OER (be that the use or development of OER, or community related aspects).	<b>30 min</b> (15 min presentation, 15 min for questions)	<ul style="list-style-type: none"><li>• Guest lecturer and their materials</li></ul>
4	24	<b>Closing activity: synthesizing learning from the training</b> Plenary discussion	Participants synthesize what they have learned in the training.	<b>15-30 min</b>	<ul style="list-style-type: none"><li>• Slide with questions</li></ul>

# Detailed description of activities

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## Session 1

### Activity 1 – Introduction: group forming (15 min)

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#### Plenary activity

This activity serves the purpose of group forming, and simultaneously also allows participants and trainer(s) to get to know each other a little. While you may decide to give space to participants to ask and answer questions about their work in general, due to time considerations, consider sticking to questions that can be answered in a shorter period of time. Ultimately, the amount of time you want to spend on this activity will depend on the structure and length of the training: having a lengthier training with several sessions may allow for a somewhat longer introductory activity, whereas a training of a single session of a few hours or one day allows for a shorter introductory activity.

The following questions may be used:

- Favorite textbook ever used
- Favorite informative video
- Favorite moment with student(s) in classroom
- Favorite educational material you ever made (as teacher) or used (as a student)


#### Flow of activity:

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- Show a slide with the possible questions participants can ask.
- Participants and trainer(s) stand in circle.
- First person to throw the ball asks the person catching the ball one of the questions. If there are at least two trainers, trainers can demonstrate the activity by one throwing the ball to the other and asking one of the questions, and the receiver answering.
- After the question is answered, the person answering then throws the ball to someone else who hasn't yet been asked a question.
- Activity is concluded once everyone has been asked a question.

#### Teaching aids:

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- Small ball
- Available space to stand in a circle
-  Slide with questions

## Activity 2a – Setting the stage for the theme of ‘open’: experiences with sharing educational resources (45 min)

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### Discussion in groups of 3-5 people

In this activity, participants are gradually introduced to the theme of sharing educational resources by giving them the possibility to relate to each other’s experiences of sharing educational content with their colleagues. The focus here is not yet the sharing of resources in an open manner (which would entail publishing them using an open license, e.g. Creative Commons); rather, it is the manner of ad-hoc sharing, which happens often amongst teaching staff. Nevertheless, if participants are also welcome to bring in their OER related experiences. If participants do have such experience and share it the other participants, it is also beneficial to make a distinction between the different ways of sharing (e.g. between close colleagues in an informal manner vs publishing openly using a CC license).


### Flow of activity:

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- In a plenary format, trainers introduce the activity by presenting the questions meant for small group discussion:
  - What are your experiences with ...
    - reusing someone else’s teaching materials?
    - sharing your teaching materials?
- Trainers may consider adding additional questions, for instance:
  - What type of resources do you most frequently share with your colleagues?
  - What are the intended purposes of these resources? What role do they play in your curriculum?
  - Do you prefer to use commercial resources or those developed and created by yourself and/or colleagues?
- Trainers may also specifically mention that in this activity sharing of educational resources in any way is welcome for the discussion.
- Depending on the size of the groups, you may consider giving 10-20 minutes to the groups to discuss the questions.
- When setting up the activity, consider engaging in a short demonstration with one or two participants to ensure that participants understand the activity.

### Teaching aids:

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-  Slide with questions

## Activity 2b – What is an OER? (60 min)

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### Discussion in groups of 3-5, and plenary feedback

After the participants are introduced in the previous activity to the broader theme of sharing educational resources, the training now can narrow down to its specific theme of OER. Following the constructivist approach that is applied throughout most of the training activities, the activity rather than offering an existing definition of OER to the participants, allows them to formulate their own definitions of OER. The trainers can encourage participants to consider their preexisting knowledge and experience they may have when it comes to open resources, e.g. with open source software, open access academic publishing, open data, etc.; and to also rely on their experiences as teachers of using a wide range of resources in their teaching. While some or many of the participants may have no preexisting knowledge of what OERs are, making use of both their experience with (non-open) educational resources and with other types of open resources, they are able to establish their own definitions.

Questions that can be presented to the groups to guide the discussion:

- What makes an educational resource “open”?
- How does it differ from educational resources that are not open?
- What does “open” mean for different formats of OERs? (video, pdf, word, datasets etc.)
- What are its implications for teachers? And for students?

### Flow of activity:

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- When setting up the activity, emphasize to the participants that while they may have no preexisting knowledge of OER, combining their teaching/pedagogical experiences with their experiences of other open resources will allow them to collaboratively establish a definition.
- First, participants take a couple of minutes individually to write two-three aspect/criteria of OERs on sticky notes, after which with the group can discuss these sticky notes and organize them on a large (A1 size) sheet around themes/categories they see appearing.
- It is beneficial to select at the beginning of the activity a representative for each of the groups who will summarize their discussion and definition in a plenary format at the end of the activity. Doing this before the activity begins will allow for a smoother process when the group work is concluded and plenary sharing takes place. (If representatives are not arranged in advance, doing this on the spot can create confusion when the activity returns to the plenary format.)
- If you observe that participants get stuck with the activity, consider providing them with the following keywords: Open; Accessible; Digital / physical; Reusable by others; Published; Format; Quality.
- Once 15 minutes has passed, ask the groups to formulate a short definition of OER (still in the smaller groups) using the previous discussion and the aspects written on sticky notes.
- After another 5 minutes, the groups place their large sheets with the arranged sticky notes on the wall somewhere in the room. The activity returns to a plenary format, where each of the group representatives provide their OER definitions, with short explanation of their most important aspects

and criteria on the large sheet with the sticky notes.

- The trainers take notes on a board of each group's definition. After all groups have presented their definitions, these notes can be used to compare and contrast the different definitions.
- After a plenary discussion has taken place on the different definitions, trainers present on the slides the UNESCO definition of OER. Allow for the participants to discuss in their small groups for a few minutes any differences they observe between their previous definition and the UNESCO definition.
- Continue in a plenary format to discuss if there is anything new in this definition compared to the previous ones, and/or if the participants wish to append the UNESCO definition with any new criteria.
- To conclude the activity, trainers may consider formulating a collective definition.

### Teaching aids:

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- Large sheets of paper (one for each group) with question on top: "What is an OER?"
- Min 3-4 sticky notes per participant
- Pens/markers
- Tape to place the sheet on wall
-  Slide with questions + the UNESCO Definition of OER

## Activity 3 – Mini-lecture: brief introduction to copyright and Creative Commons (CC) licenses (30 min)

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### Presentation followed by Q&A

After a variety of engaging and collaborative activities, a presentation allows participants to take a back seat and learn in a more passive (receptive) way about copyright and Creative Commons licenses. Including this presentation in the training is important, because knowledge about copyright and various licenses that teachers can use to publish their educational resources openly is a prerequisite. If you are able to invite a copyright expert/advisor to conduct this activity, you are encouraged to do so; participants may ask specific questions that someone who is not an expert of copyright may not be able to answer with certainty.

We advise the following topics to be included in the presentation:

- What is copyright?
- Conditions of reuse of someone else's work depending on the license used
- Different types of Creative Commons licenses

You may also consider starting the activity with preliminary questions to enhance engagement:

- Have you ever used resources from the internet when creating your lesson?
- How did you cite it?
- Is citing it enough?
- Did you think about whether you were allowed to use it?

For more details, documents for this activity.

If you need to inform yourself on copyright and Creative Commons licenses, TU Delft's website on this topic is a good start: <https://www.tudelft.nl/tulib/writing-publishing/copyright>




### Flow of activity:

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- You may ask some preliminary questions about copyright and licensing as the start of the presentation.
- Either the trainers or an invited copyright expert present the content about copyright and CC licenses.
- During and/or after the presentation participants are given the opportunity to ask questions.
- Calculate with ample time for questions, as participants may have case specific questions.

### Teaching aids:

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-  Printed CC-licenses hand-out (one for each participant)
-  Printed hand-out on how to reuse existing educational materials
-  Digital version of hand-out on presentation screen

## Activity 4 – Case studies on the reuse and publication of content as OER (45 min)

---

Participants work in groups of 3-5 people, followed by plenary feedback

In this activity, participants put into practice what they have learned so far in the previous activities, allowing them to deepen their knowledge and skills around OER, and particularly copyright and licensing. It is advised that participants carry out these case studies in small groups, with the trainer(s) and/or copyright expert present to provide any guidance, advice and answer to questions that may arise.


### Flow of activity:

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- Distribute the case on printed sheets (two cases have been provided as part of the training package, however, we advise that the same case is used for every group, to allow for the checking of answers in a plenary format). You may decide to distribute one sheet per group, or one to each participant.
- Allocate approximately 15-20 minutes for groups to answer the questions in the case study.
- Groups should take notes of their answers on the case sheets, as the answers will be discussed in plenary format after group work.
- Actively monitor the work of the groups, and if you encounter a group getting stuck, inquire whether any support is needed.
- After the allocated time has passed, discuss the answers in a plenary format, and answer any questions participants may have.

### Teaching aids:

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-  Printed case study sheets



## Activity 5 – Closing: reflection on the pros and cons of working with OER (45 min)

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Discussion in groups of 3-5 people, and a plenary discussion afterwards. If you are short of time because the other activities ran longer than expected, you may consider the alternative flow (see below) to make it more concise.

To close the first session of the training, participants discuss in small groups what they consider to be the pros and cons of working with OER in their teaching. This allows participants to reflect on and activate all that they have learned in the prior activities. You may consider including this as a recurring activity in your training, for example at the end of both the first and second session of the training, to compare and contrast how the views and opinions of participants have changed after engaging with OER more in depth.

### Flow of activity:

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- Assign participants to small groups. You may consider creating the same groups as in previous activities, or create new groups. Having the same groups has the advantage that participants are able to refer to insights shared in previous activities more easily; on the other hand, forming new groups allows participants to work together with colleagues they haven't yet worked with, expanding their potential OER network for future collaborations.
- Participants, in the smaller groups, collaboratively come up with pros and cons of OER which they add on sticky notes. It is recommended that each group writes on sticky notes of a different color, which will allow trainers and participants later on to distinguish the notes of different groups.
- Afterwards, the groups are asked to put their sticky notes on a large shared sheet of paper on the wall with two columns, pros and cons, somewhere in the room where every participant is able to see the sheet (every group adds the sticky notes on the same sheet). Once participants have added all sticky notes, a plenary discussion can follow about the pros and cons.

### Teaching aids:

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- Large empty sheet, with a "pros" and a "cons" column on each sheet
- Sticky notes
- Markers

### Alternative flow of the activity:

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- In case you are short of time for this activity, you may consider starting the activity in a plenary format right away.
- Give all participants sticky notes, and ask them to add pros and

cons, and place these directly on a large sheet on the wall or on a board.

- If a participant wants to add a note but it is already on the sheet/board, they may draw a small check mark on the note.
- After participants have added 2-3 notes each to pros and cons, plenary discussion follows.

# Detailed description of activities

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## Session 2

### Activity 1 – Introduction to platforms with CC-licensed educational content (45 min)

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Short presentation (5-10 min), followed by interactive exploration of the platforms by participants individually or in pairs. (If participants are not from related fields, individual work is preferred in this activity).

In this activity, participants are introduced to various platforms that store educational related open content. This includes OER search engines, open textbook repositories, platforms with stock images with open licenses, and open courseware. When presenting, make sure to touch upon the different types of OER, e.g. the difference between open textbooks, open courseware, individual resources; and the resources used to create OER, e.g. images.



#### Flow of activity:

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- At the beginning of the presentation, ask participants if they have heard of or used any platforms that store education related content, and whether any of these are open platforms. This should only be a short discussion to kick-off the presentation.
- When presenting, the focus should be on the variety of sources and platforms participants may need when developing OER. These resources can be existing OER, or images they wish to use in their OER, for instance.
- At the end of the presentation, allow time for questions.
- Subsequently, ask participants to think of a topic from a recent course they have taught (or taken as a student), that they would like to search open content for.
- Distribute the handouts to the participants and give 15 minutes to explore one platform from each of the categories on the handout.
- At the conclusion of the activity, take a couple of minutes to collect the experiences of a few participants.

#### Teaching aids:

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-  Slides for presentation
-  OER Platform handout
- Laptops of participants

## Activity 2a – Creation of a shared OER quality framework (90 min)

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Group work in “carousel” style, followed by plenary discussion (see flow of the activity section for details).

In this activity participants collaboratively create an OER quality framework. We find addressing the question of quality an important part of an OER training, because it is a question we encounter frequently when working with teachers, in particular in relation to the work of others: “how can I easily tell whether an OER I find online is of good enough quality?”. Whereas in scientific research and publication there are established practices that are meant to indicate quality in a fast and efficient manner (e.g. journal rankings and h-indexes, even if these are questionable practices), this is not yet the case in the world of OER. While OER quality frameworks do exist, their use are not widespread, and there are no commonly agreed upon considerations. For this reason, we find building on the constructivist approach of the training beneficial in this activity as well, by giving the participants the chance to build their own, shared OER quality framework which allows them to come up with a framework that they can best identify with.

The activity is guided by the following four categories of considerations that participants can explore:

- Reusability (E.g. licensing, technical aspects; what is needed for others to reuse your published OER, or for you to reuse the OER of others?)
- Metadata (What is needed in order to be able to easily find and understand at a glance what a resource is about, and whether it fits your teaching needs, target audience, subject matter, etc.?)
- Style templates & branding (What is needed in order make the OER easy to follow and oversee, and to make the affiliated institution/community easily identifiable? And what is the role of branding when it comes to OER? Also pay attention to different possible formats of OER, e.g. short text, textbooks, videos, interactive websites, online courses, datasets)
- Content (What is needed for the content to be applicable in a variety of contexts, and outside of your course or institution? Is this a consideration that should be taken into account at all?)

We advise you to start out only with the names of the categories and to use the guiding questions in brackets only if participants get stuck or have difficulties understanding what they are supposed to do with the category.

This activity tends to be highly popular among participants, and is one that requires elaborate treatment and sufficient time allocated to it. When planning the activity, calculate liberally with time allocation.

## Flow of activity:

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### Group work

- While OER quality is a commonly appearing concern among teachers working with OER, consider providing a brief explanation on why it is an important topic; if participants do not have (much) experience in using and working with OER, they may not have realized the role of quality considerations yet.
- At the beginning of the activity, set up four groups.
- Groups spend 10 minutes discussing quality considerations of each category, adding sticky notes to separate large sheets of paper (one for each category).
- The large sheets for each category rotate among groups each round, carrying previous notes.
- After all categories are covered, the initial sheet returns to each group who had it first, for cross-group idea sharing.

### Co-creation of the framework in a plenary session

- Next, the large sheets are attached to the wall and participants and trainers discuss the quality considerations in a plenary setting.
- At this point, you can also take time to clarify any of the notes that you or any participants may find unclear or ambiguous.
- Subsequently, participants use small round stickers to vote on their preferred quality considerations in a plenary session. Each participant has 3 stickers per category (12 total) to place on the most considerations they find most crucial (can be place on the sticky notes on the sheets taped to the wall).
- When the voting is done, a discussion takes place on what the outcomes of the voting are.

## Teaching aids:

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- Four large sheets (one for each category)
- Sticky notes
- Pens
- Small round stickers for voting (min 12 per participants)

## Activity 2b – Application of the quality framework (20-30 min)

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### Pair work

This activity builds closely on the previous one, where participants have constructed their own shared OER quality framework. Using the provided template checklist, participants assess the educational resource they brought to the training along the 3 most voted quality considerations for each category from the previous activity.


### Flow of activity:

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- Distribute the template checklist sheets at the beginning of the activity and ask participants to fill these in with the three most voted quality considerations per category. To communicate this in a clear way, you may decide to write these on a board, or using the document with the beamer write it in yourself in the checklist in a way visible to the participants.
- Next, participants open the educational resource they have brought to the training, and assess their educational resource using the checklist, by noting down their observations, together with their pairs.
- Participants may decide to either go consideration by consideration for each of the two resources, or first go through one of their resources, and then the other.
- Allocate 20 min for this part of the activity (10 min per resource).
- Once the time has passed, ask participants to look at their assessments of the two resources. To what extent does each of them meet the quality criteria established by the quality framework?

### Teaching aids:

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- Educational resource brought by the participants to the training (if possible, an educational resource they have developed themselves, otherwise an educational resource they use in a course with students or as students)
-  Printed quality checklist template (one for each participant)

## Activity 2c – Reflection on and potential revision of the quality framework developed in the previous activity (15-30 min)

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### Plenary discussion

This activity is the conclusion of working with the quality framework. Putting to use the framework developed in the activity before may have given new insights to the participants. Their experiences of using the framework, and any observations they may have made that could result in a change to the framework, is shared in this activity.


### Flow of activity:

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- This activity is an extension of the previous one on the application of the quality checklist, and therefore a natural transitioning between the two can take place.
- Once the pair work is concluded in the previous activity, return to a plenary session where participants and trainers discuss together to what extent they found the quality framework useful and fitting; and whether they would like to, after putting the framework to use, adjust the framework in any way.

### Teaching aids:

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-  Slide with questions

### Activity 3 – Guest Lecture (30 min)

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#### Presentation followed by Q&A, or alternative format determined by presenter / guest lecturer

Inviting a teacher with direct experience in teaching with OER to share their experiences can be a great additional way to increase the curiosity and openness of participants towards working with OER. The topics of the presentation from such practitioner could cover a variety of topics, e.g.:

- Experiences of the presenter with OER, personal story about how they became involved in working with OER, what they like and dislike about working with OER.
- Community aspects of working with OER: the experience of the presenter with working together with a community and/or leading a community of OER practitioners around a certain theme or topic.
- Rewards and recognition of OER related work, and the institutional approach from the teacher's/practitioner's perspective.

Additionally, the previous activities have been highly interactive and engaging, which may create the need for participants to have a more passive activity such as a presentation at this stage.

#### Flow of activity:

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- Determined by the presenter.

#### Teaching aids:

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- Determined by the presenter.



## Activity 4 – Closing activity: synthesizing learning from the training (30 min)

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### Plenary discussion

After a variety of interactive activities, participants can think back, in a relaxed manner, on what they have learnt throughout the training. At this stage we recommend not engaging in group work, but rather, collectively discussing the outcomes of the training for the participants. Some questions that can guide this discussion:

- In what ways are you going to put to use what you have used in this training?
- What is the most useful insight you have gathered from this training?
- What skills have you developed in this training?

Since the previous activities have been highly interactive, it is good to take into consideration that participants may be tired at this point, and able to concentrate less. Therefore, expect less elaborate answers at this point.

### Flow of activity:

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- The last activity is an informal discussion with participants in a plenary setting. You may decide to use a slide with questions to guide the discussion or facilitate the conversation without slides.
- If possible, we recommend that trainers sit together with the participants (e.g. in a circle).

### Teaching aids:

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-  Slide with questions

# Appendix

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## Case 1: Publishing an Open Textbook on Linear Algebra

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**Part 1:** For your first year bachelor course on Linear Algebra, you have been using your own written lecture notes for a couple of years and your students are very happy with the content that you wrote for them. So much so, that you decided to put some more work into your lecture notes, to publish them as an Open Textbook, with a CC-BY 4.0 license. With the help of your university library, you have published your textbook on the institution's open publishing platform.

Question 1: Who owns the copyright of the book?

Question 2: If someone wants to use your textbook in their course, who do they attribute?

Question 3: Is the university library allowed to make changes to your book, or remove it from their publishing platform without your permission?

Question 4: Can you force your university to remove the textbook from their publishing platform if you want to?

**Part 2:** A year later, you come across another digital textbook on linear algebra online that you can download for free. When you study it in more detail, you find out it has some very interesting images that you would like to add to your book. Surprisingly, you cannot find any Creative Commons License statement in the book.

Question 5: Are you allowed to copy content from this textbook into your textbook? If so, how do you attribute the original work?

Question 6: Are you allowed to make new images that you add to your own textbook that are inspired by images from this other textbook?

## Case 2: recording and publishing knowledge clips on Nature-Based Engineering solutions.

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**Part 1:** You are designing an online course on Building with Nature: nature-based engineering solutions. Because the concept of building with nature is very climate dependent, you decided to ask a couple of colleagues in your field to record small lectures for your course in the form of knowledge clips. All the knowledge clips will be published as part of your open online course, with a CC-BY 4.0 license.

Question 1: Who owns the copyright of the knowledge clips?

Question 2: Are the colleagues that recorded these knowledge clips allowed to also publish their recorded knowledge in a course of their own?

**Part 2:** After your course has been published, it turns out one of your colleagues unintentionally used a slide deck for their video that contains some copyrighted pictures of buildings. The photographer reaches out to you, asking you to remove the video, because you are infringing his copyrights.

Question 3: Who is responsible for fixing this situation and therefore liable if they do not fix it?

Question 4: What could you do if you really need this knowledge clip and are unable to replace it with something else?

**Part 3:** Luckily, your colleague who recorded the knowledge clip tells you the pictures in question are not vital to his presentation. He has no problem with re-recording the knowledge clip, if you can help him to replace the pictures with things that he can use.

Question 5: What can you do to help him replace the copyrighted pictures with content that can be used in a CC-BY licensed knowledge clip? Try to come up with multiple solutions.

### Quality checklist

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Category	Quality consideration	Assessment of your resource
<b>Reusability</b>		
<b>Content</b>		
<b>Metadata</b>		
<b>Style &amp; branding</b>		

# Copyright and Open Educational Resources

INFORMATION SHEET FOR THE OPEN EDUCATIONAL RESOURCES TRAINING

## Intellectual property and open resources

### The essence of copyright licenses

- Determines and protects the intellectual property ownership of content
- Acknowledges authors for their work
- Establishes the conditions for reuse of content

## How is open content copyrighted?

### Creative commons licenses

- Creative Commons (CC) is an extension to the copyright license of content
- A CC-license specifies how others can reuse the content
- Explicit permission from the copyright holder is not required
- A CC-license supplements copyright, intellectual property is still maintained

## Publishing open content with a CC-license

### CC-license statement

- The copyright of your work is owned by you and/or by your institution.
- By adding a CC-license, your institution will ensure the availability of your work.
- You write a CC-license statement that describes the reuse that is allowed.
- There are different types of CC-licenses with varying rights. CC-BY 4.0 is the most accessible license type that ensures your ownership of the content.

### Citing a CC-licensed resource

- Use the attribution builder: <http://www.openwa.org/open-attrib-builder>
- Include the author and the title of the work, and the CC-BY 4.0 license: "How to reuse existing educational materials in your courses" by TU Delft is licensed under CC BY 4.0

And always remember when using someone else's work:  
Paraphrase it, summarize it, or quote it, and attribute your source  
More info: <https://tudelft.nl/tulib/writing-publishing/how-to-cite/>

# How to Reuse Existing Educational Materials in Your Courses

INFORMATION SHEET FOR THE OPEN EDUCATIONAL RESOURCES TRAINING

*Are you looking to use existing educational materials in your own courses?*

Make sure you follow the proper procedure for using someone else's intellectual property

## 1: Start working with Open Educational Resources (OER)

- Open means accessible to everyone all the time
- You do not need to create content from scratch
- You can adapt/revise OER, copyright compliant
- You can publish OER to share your expertise with others
- Reusability under conditions

## *Is there no useful open content available to use?*

Try the following options:

### 2: Ask for permission from the copyright owner

*Do you need to use a very specific resource that is copyright protected?*

- Include how you intend to use it
- Explain that it will be part of an OER
- Emphasize that you will credit the author and copyright holder

**PRO:** You can use resource as is

**CON:** Owner might not grant permission

### 3: Design an alternative

*Do you need to use a very specific resource that you cannot get permission for?*

- Design an alternative image
- Keep the scientific concept/idea, but make an original design
- Make your own recognizable style
- Make your own new image

**PRO:** You have created your own open resources

**CON:** Designing takes time and expertise

### 4: Use the "Right to quote"

*Do you need to use something as is, but you can't get permission?*

- Invoke the "right to Quote"
- Use the resource as is, but include an exclusion statement in the colophon
- Credit the author and copyright holder
- Directly reference the resource in your work
- Mention that CC-BY License conditions are not applicable to this work
- Use only what is necessary/ be proportional
- Engage the work in your text

**PRO:** You can use resource as is

**CON:** There is a limit to the amount of content you can use this for

And always remember when using someone else's work:  
Paraphrase it, summarize it, or quote it, and attribute your source  
More info: <https://tudelft.nl/tulib/writing-publishing/how-to-cite/>

# Where to Find Open Educational Resources for Your Courses

INFORMATION SHEET FOR THE OPEN EDUCATIONAL RESOURCES TRAINING

Are you looking to use existing educational materials in your own courses?  
Take a look at the various platforms for Open Educational Resources (OER)\*



## OER Search Engines

Look for OER based on metadata (subject, title, author etc.)

OER Metafinder



[oasis.geneseo.edu](https://oasis.geneseo.edu)



## Open Textbook Repositories

Look for open academic textbooks on various topics

BC Campus



[doabooks.org](https://doabooks.org)



Open Textbook Library



## Stock Images

Look for open stock images to use in your materials

[pixabay.com](https://pixabay.com)



[unsplash.com](https://unsplash.com)



[Europeana.eu](https://Europeana.eu)



## Open Courseware

Look for open courses with quality content

[ocw.tudelft.nl](https://ocw.tudelft.nl)



[ocw.mit.edu](https://ocw.mit.edu)



And always remember when using someone else's work:  
Paraphrase it, summarize it, or quote it, and attribute your source  
More info: <https://tudelft.nl/tulib/writing-publishing/how-to-cite/>