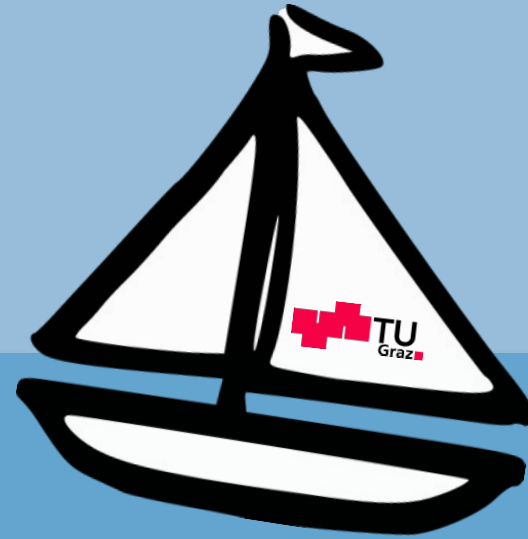


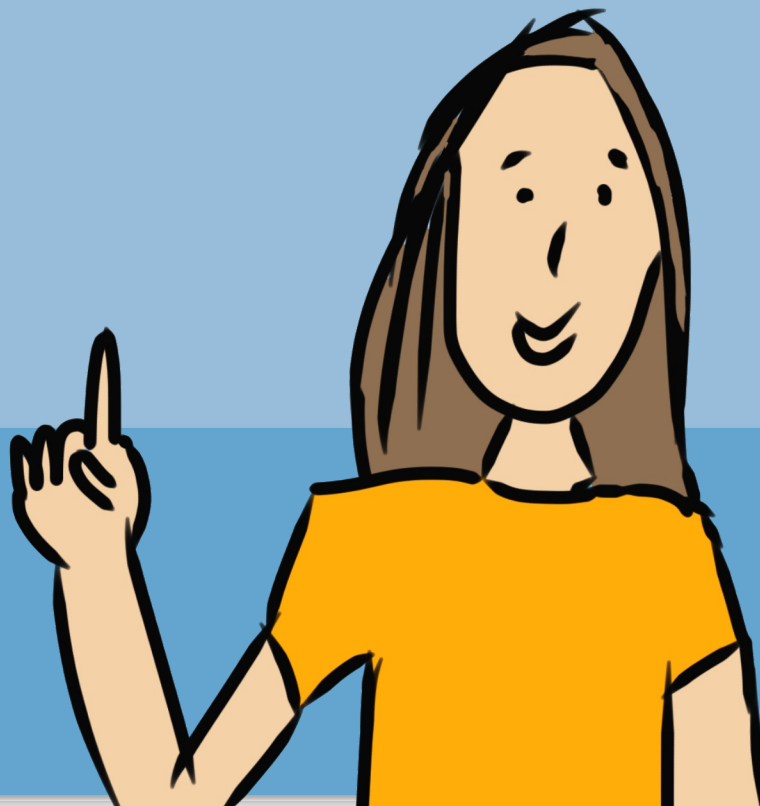
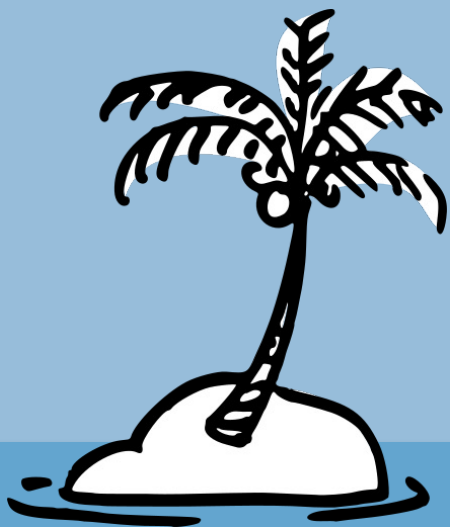
# NAVIGATING THE FUTURE

DR. SANDRA SCHÖN  
GRAZ UNIVERSITY OF TECHNOLOGY  
14. JUNE 2024, ICCTA KEYNOTE



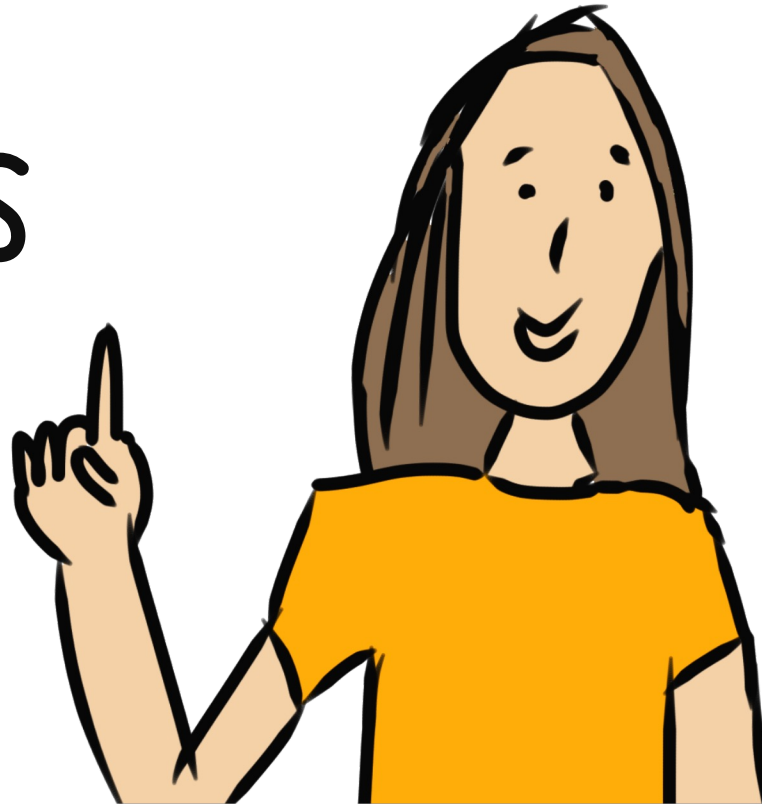
# OPEN EDUCATIONAL RESOURCES (OER)

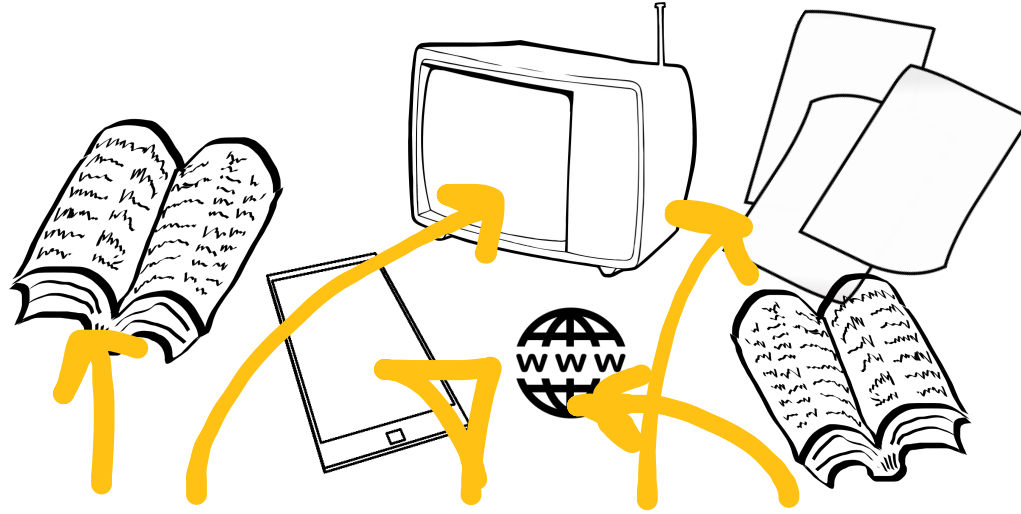






# WHAT TEACHERS DO





USE - COLLECT - SELECT - REMIX - ADAPT - UPDATE - CREATE

TO GET THE BEST POSSIBLE EDUCATIONAL  
RESOURCES FOR THEIR LEARNERS



Copy an image from a textbook for video projection

Show a youtube video in lecture

Cite a poem on a worksheet

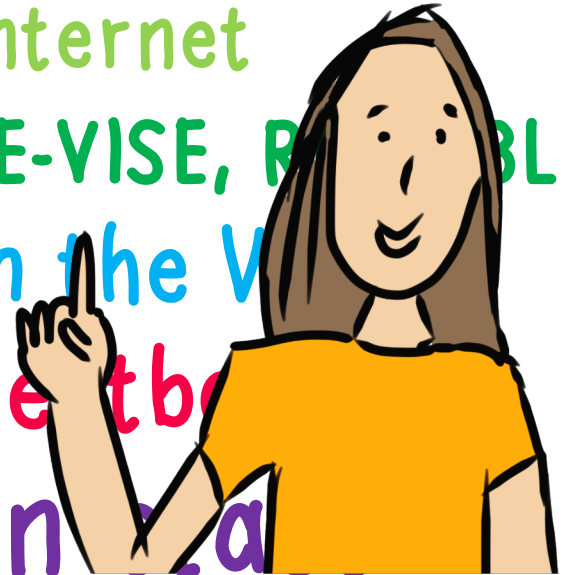
Present photos from the Internet

RE-USE, RE-MIX, RE-DISTRIBUTE, RE-VISE, PUBLISH

Print a worksheet from the V

Paper copies from a textbook

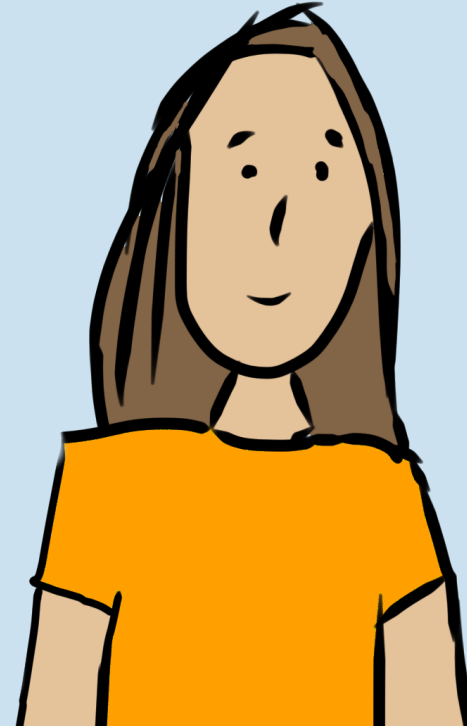
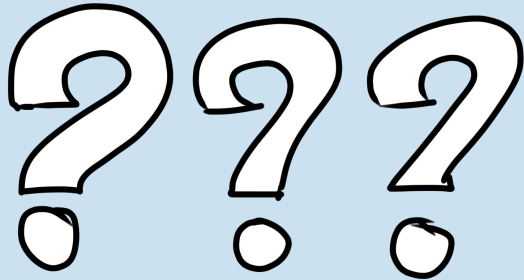
Use a newspaper in class



# THIS IS LIMITED



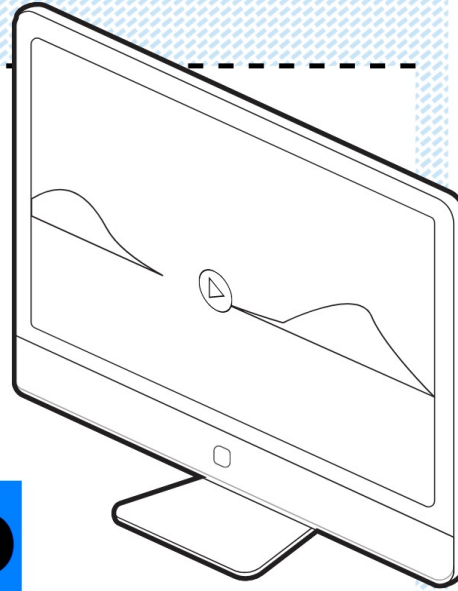
A typical case  
in teaching ...  
is it allowed  
(in your country)?



# Showing

---

# Teacher wants to show and discuss an **online video** in class



---

Is this legal?

© Public Domain

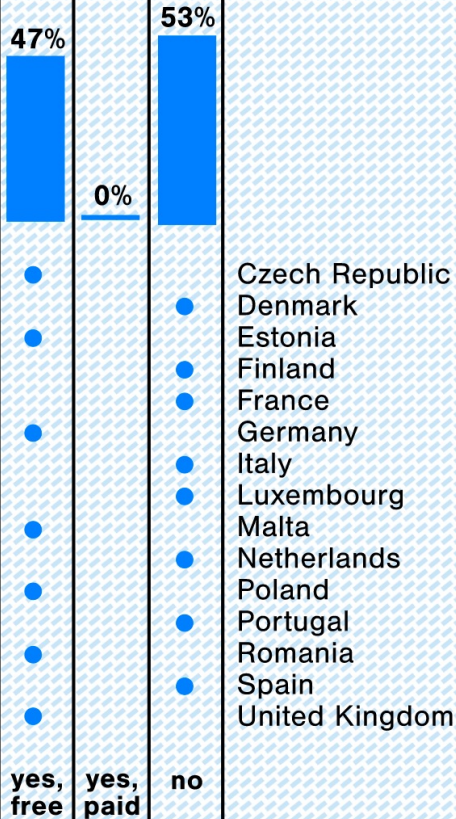


# Is this legal?

Showing a publicly available online video to an entire classroom is prohibited under several copyright laws.

Viewing materials in class is one of the most relevant practices in today's education, yet, under those laws students can only view online materials in private.

**Copyright should allow modern educational practices!**



## Copyright and Education in Europe: 15 everyday cases in 15 countries

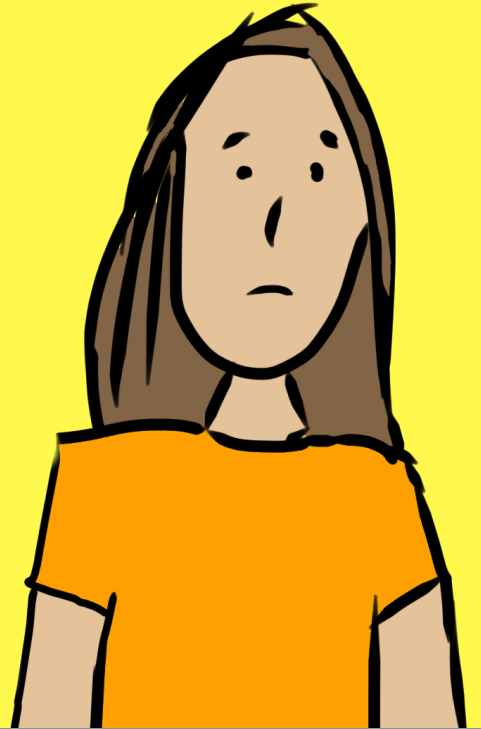
Infographics  
April 2017

Written by Teresa Nobre

Designed by André Rocha

Published by COMMUNIA International Association of the Digital Public Domain

# IT IS COMPLICATED





# And copyright is different everywhere!





# DIGITISATION

makes copyright  
infringements  
even more visible

# BUT WHAT

IF S.O. WANTS TO  
ALLOW RE-USE,  
RE-MIX AND MORE ?

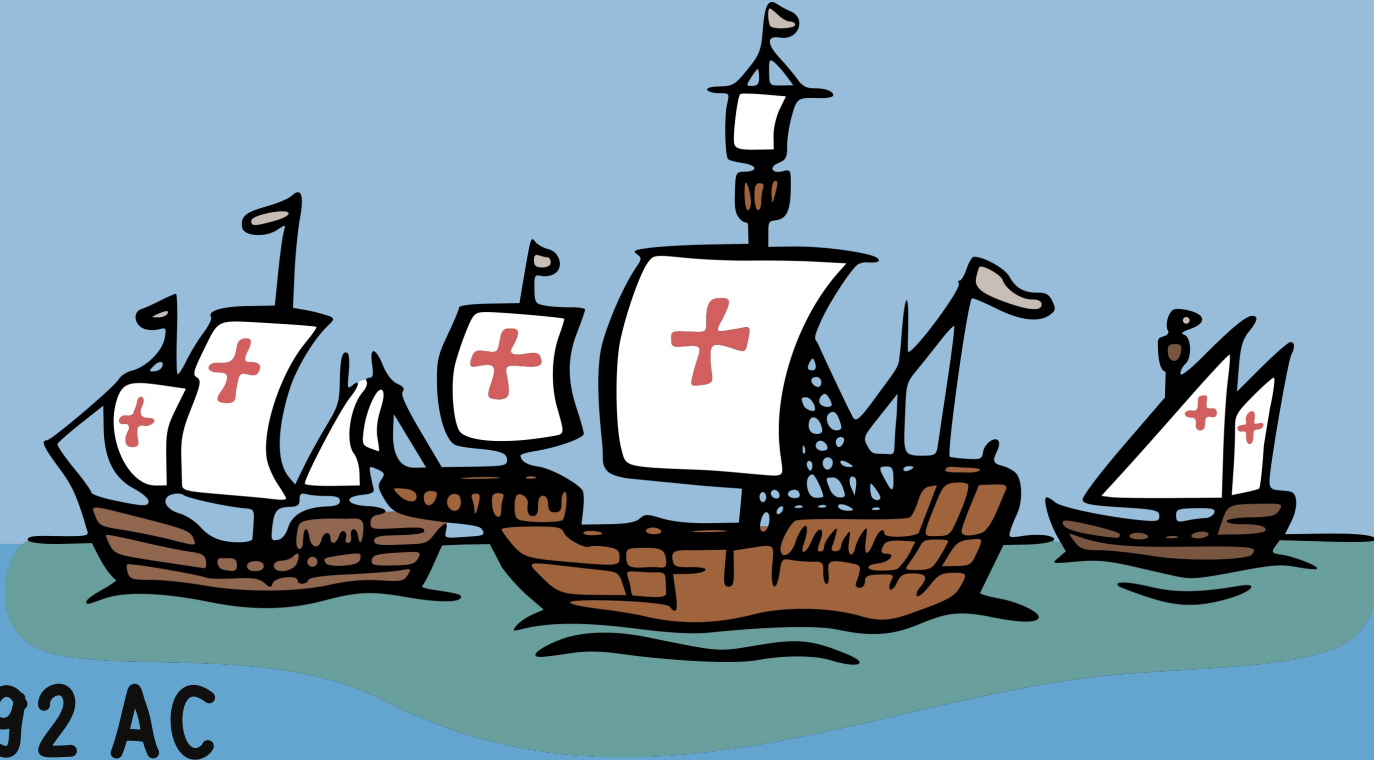


# OPEN EDUCATIONAL RESOURCES (OER)



# OPEN LICENSES INVITES TO RE-USE RE-MIX & MORE

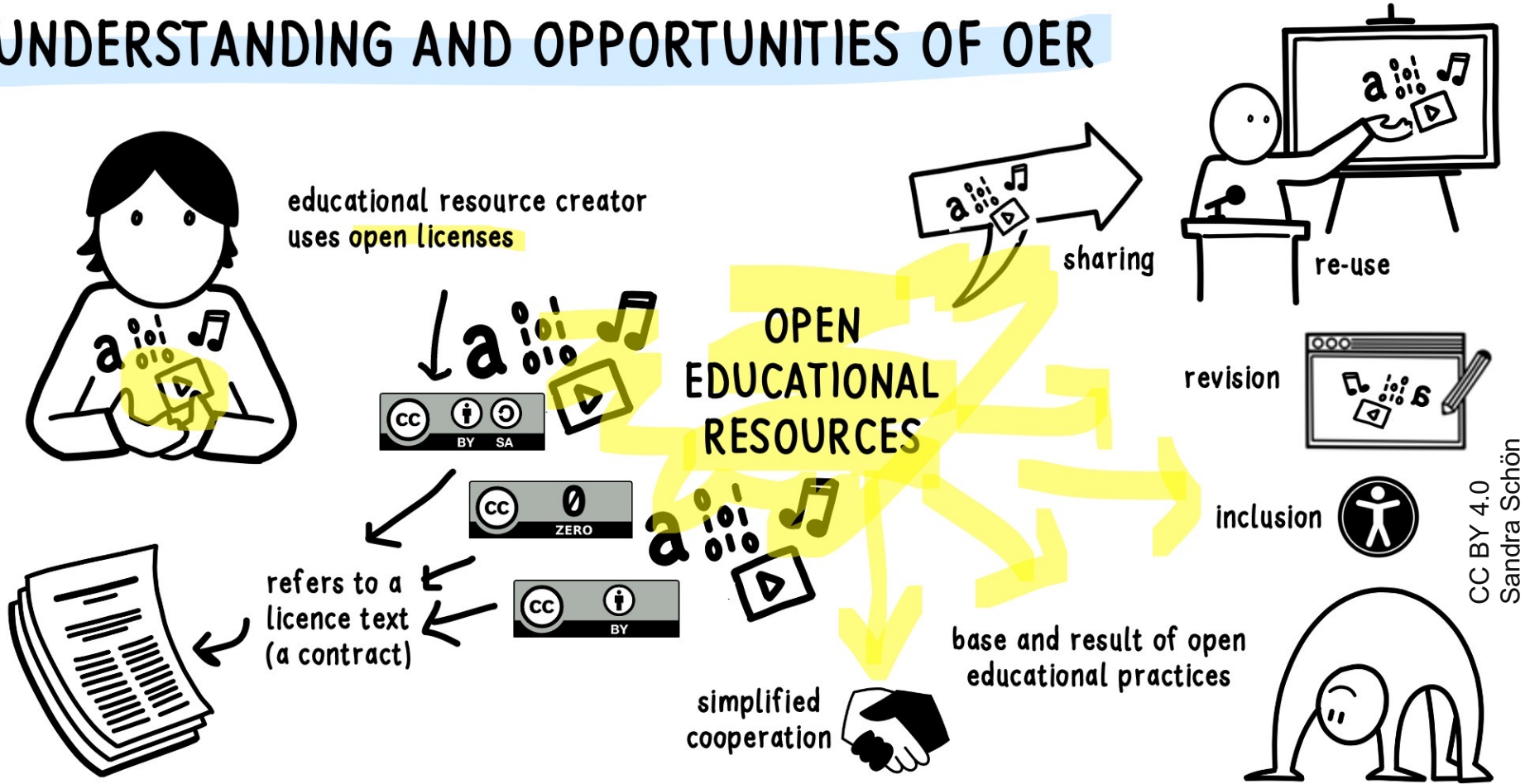




1492 AC

COLUMBUS THOUGHT TO FIND INDIA.

# UNDERSTANDING AND OPPORTUNITIES OF OER

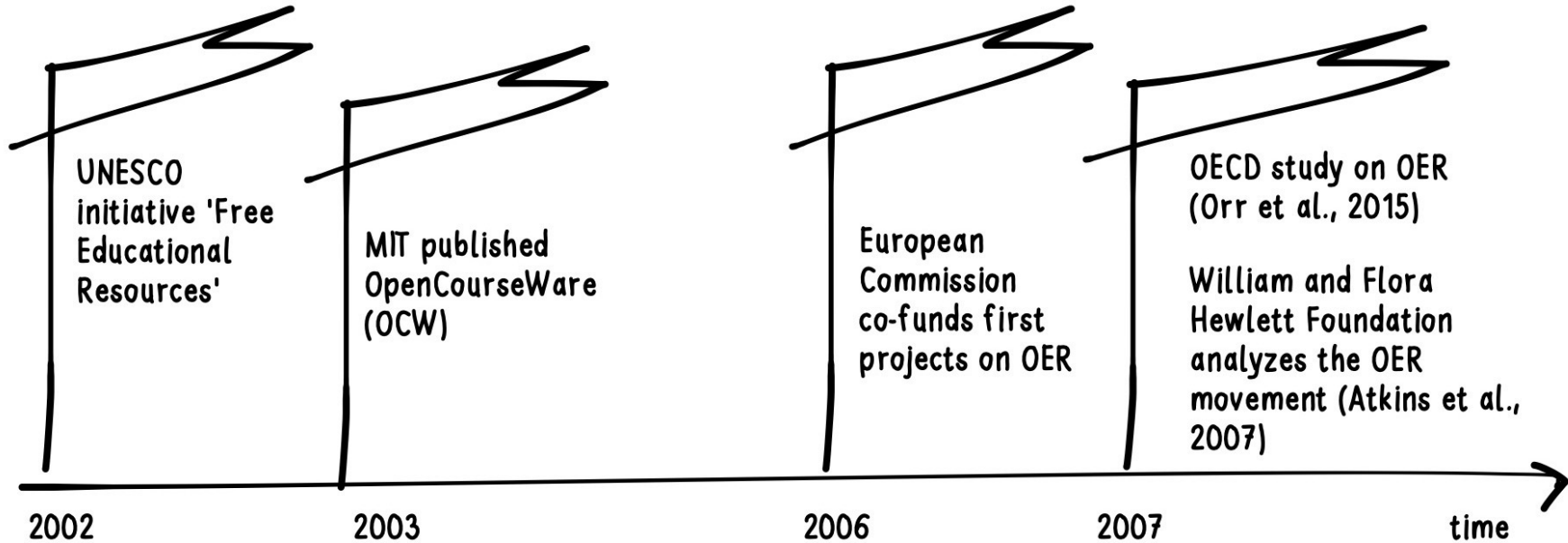


WHAT IS  
ALREADY  
BEHIND US.



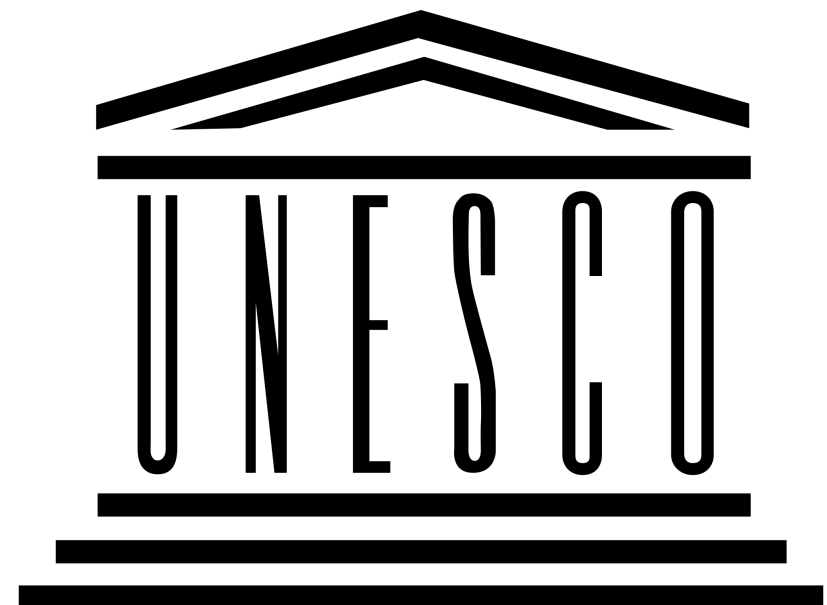


# SOME EARLY MILESTONES OF OER MOVEMENT



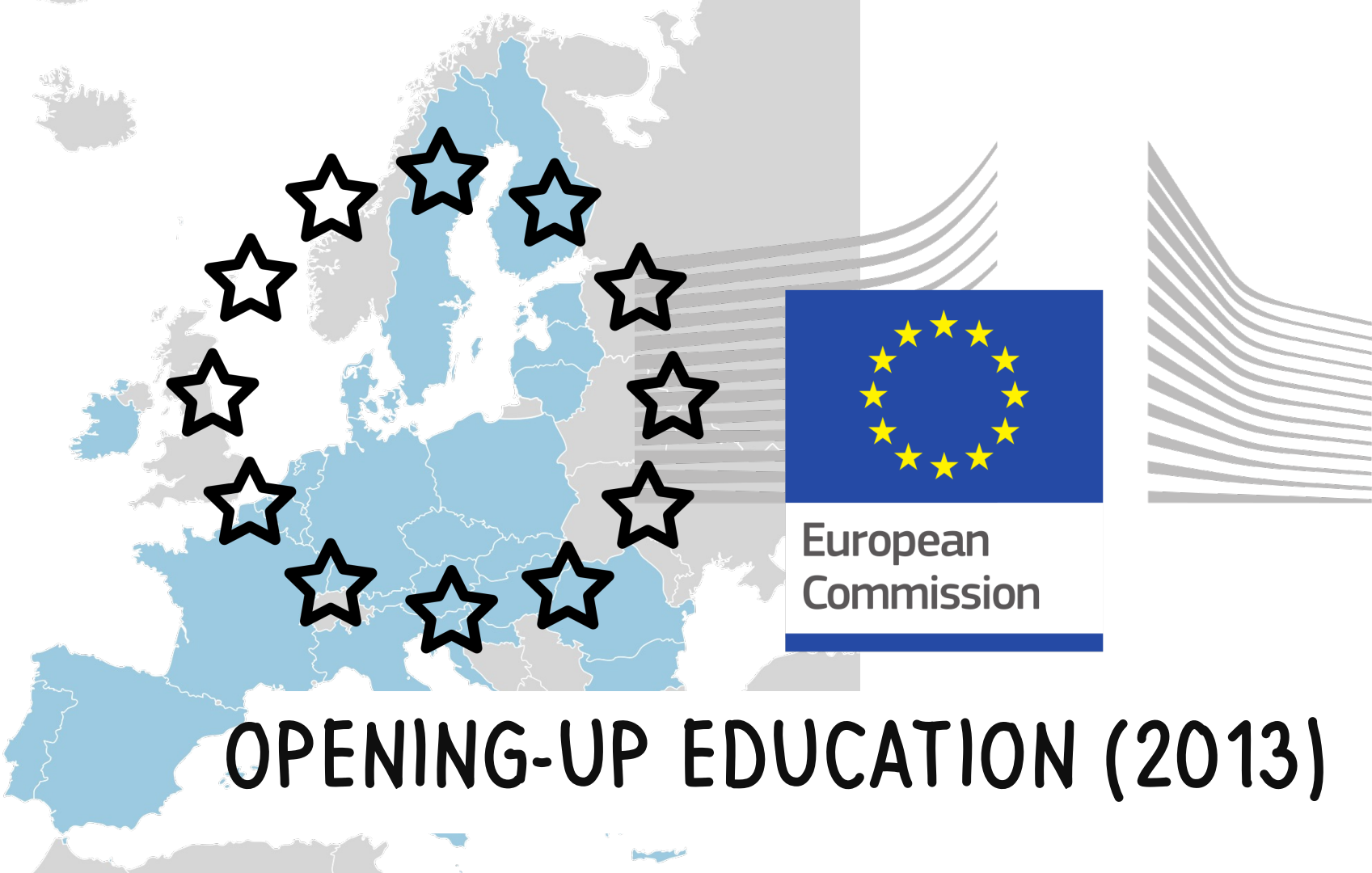
CC BY 4.0

Sandra Schön



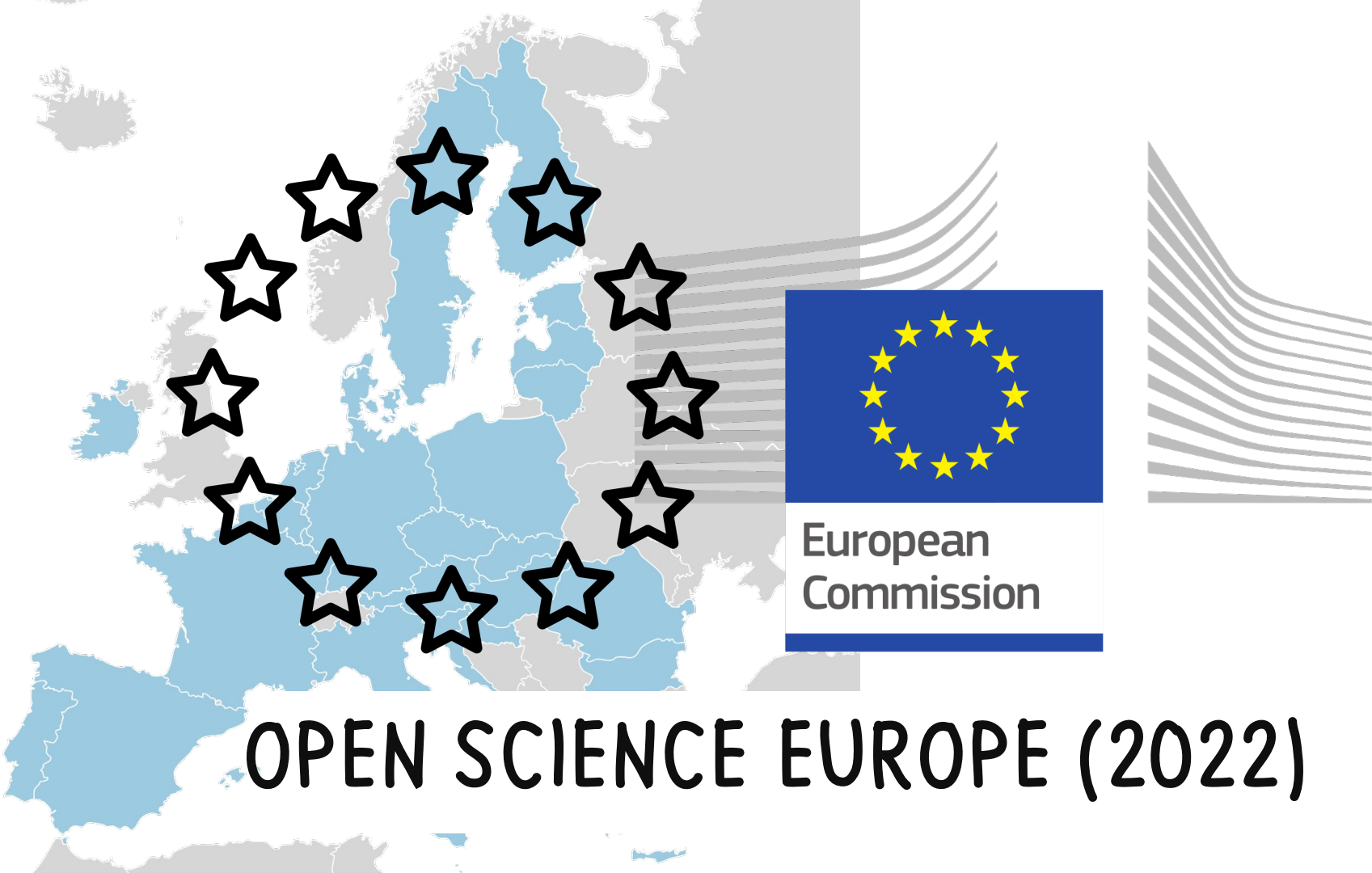
OER DECLARATION (2012)





**OPENING-UP EDUCATION (2013)**





OPEN SCIENCE EUROPE (2022)



OPEN SCIENCE  
RECOMMENDATION (2023)



AUSTRIA



AUSTRIA

# 100 percent

of all current performance agreements of 22 public university names OER (Edelsbrunner et al., 2022)

OER is part of the national Open Science Policy Austria  
(<https://eosc.eu/wp-content/uploads/2023/02/Open-Science-policy-Austria-eng.pdf> )







AUSTRIA

# National Open Science Policy

(<https://eosc.eu/wp-content/uploads/2023/02/Open-Science-policy-Austria-eng.pdf> )

# Austrian OER certification for Higher Education



AUSTRIA



## Certified OER Higher Education Institution

The certificate "Certified OER Higher Education Institution" is the world's first certificate on OER for educational institutions. It marks Austrian universities with a strategic commitment to Open Educational Resources (OER) and support their activities.



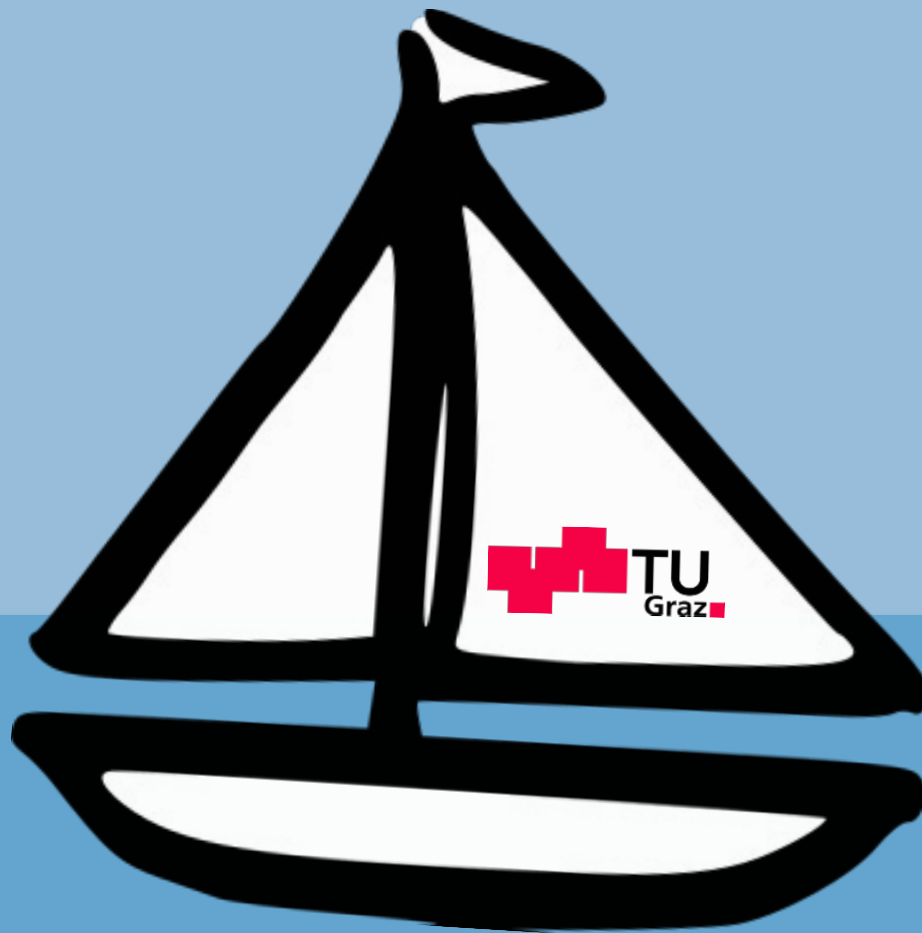
## Accredited OER training

Accredited further training concepts guarantee participants and universities the transfer of OER know-how.



## OER Practitioner

Since 2022, employees of Austrian universities have received this certificate to prove their OER skills when participating in accredited further OER training.



**2010** First OER projects starts

**2011** OER as strategy at  
TU Graz Life Long Learning unit

**2013** First German-speaking MOOC  
about OER as OER: COER13

# TU Graz hosts iMooX.at

## the Austrian MOOC platform



2013 founded  
(TU Graz | University of Graz);  
now hosted by TU Graz

All materials CC licensed



100% GPNR conform

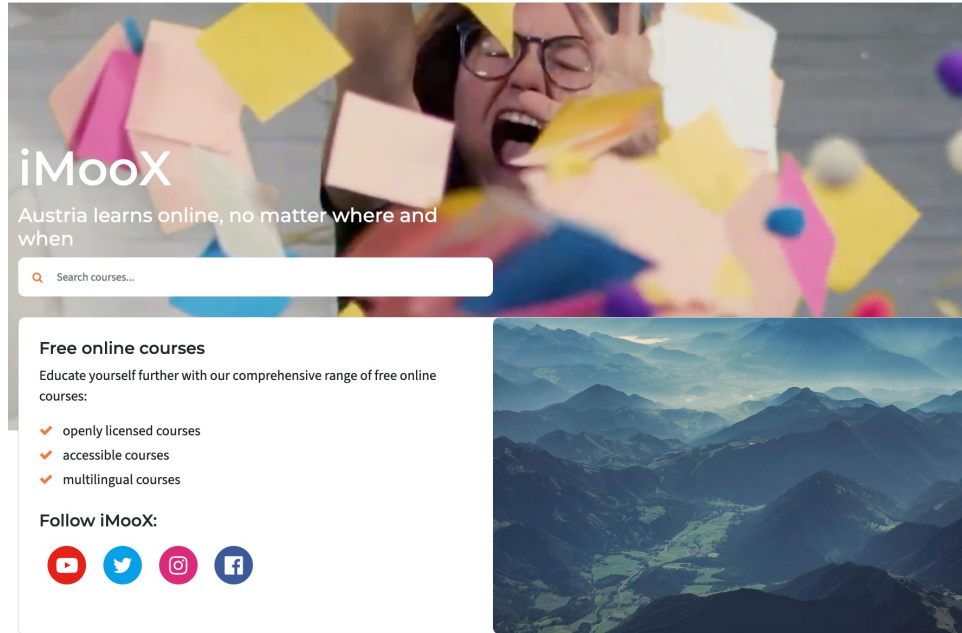


Member of

Member of



Expansion to the  
national MOOC platform  
(2020-2023) supported by



# 2020 OER Policy



## Richtlinie zu offenen Bildungsressourcen an der Technischen Universität Graz (OER-Policy)

RL 94000 OERP 145-01

Technische Universität Graz  
Rechbauerstraße 12  
A-8010 Graz  
Telefon +43 (0) 316 873 / 0

	Erstellt	Geprüft	Freigegeben
Name	Lehr- und Lerntechnologien	VR Stefan Vorbach	Rektoratsbeschluss
Datum	21.10.2020	05.11.2020	24.11.2020

Stand: November 2020

Seite 1 von 5

RL 94000 OERP 145-01



# OER repository

## ▼ License

- ☐ CC BY 4.0
- ☐ CC BY-SA 4.0
- ☐ CC BY-NC 4.0
- ☐ CC BY-ND 4.0
- ☐ CC BY-NC-ND 4.0
- ☐ CC BY-NC-SA 4.0

## Help

[Search guide](#)

March 12, 2024

Public

Edit

185

### Canvas zur Erstellung einer offenen Lehr- und Lernressource - Unite!-Version

TU Graz, Lehr- und Lerntechnologien

30

Dies ist ein interaktives PDF des OER Canvas im Unite!-Design. Der OER-Canvas unterstützt Lehrende bei der Planung und Erstellung eigener Open Educational Resources (offen lizenzierte Bildungsinhalte).

14

Uploaded on March 12, 2024

6

March 12, 2024

Public

Edit

5

### Canvas for the creation of an Open Educational Resource - Unite! version

Graz University of Technology, Educational Technology

3

This is an interactive PDF of the OER Canvas in a Unite! design. The OER Canvas helps teachers plan and create their own open educational resources.

Uploaded on March 12, 2024

March 6, 2024

Public

Edit

### KI zur Erstellung und Weiternutzung von OER: Chancen und Herausforderungen

Sarah Edelsbrunner

Dies ist die Präsentation zum Online-Vortrag am 6.3.2024 bei der "OER-Week @ Campus Luzern". Im Vortrag wurde berichtet, wie KI zur Erstellung von zwei MOOCs auf iMooX.at eingesetzt wurde, Societech und OER in Higher Education, und welche Chancen und Herausforderungen die Ersteller:innen in der Nutzung von KI für die Erstellung von OER sehen.

Uploaded on March 6, 2024

<https://repository.tugraz.at/oer/search?q=&l=list&p=1&s=10&sort=newest>

# Measuring Impact of OER

## Report 2022: Examples for impact

### 5.1 Weiterbildung von Mitarbeiter:innen der TU Graz und ihre mögliche Wirkung

Als Beispiel für eine mögliche Wirkung der Weiterbildung zu OER verweisen wir auf einen Lehrenden der TU Graz, der nach Abschluss der Schulung begonnen hat, offen lizenzierte Lernvideos zu veröffentlichen: Michael Fuchs (Institut für Elektronik) hat mit seinen Videos auf YouTube beachtliches Aufsehen erregt - so hat allein eines seiner Videos seit der Veröffentlichung im Jänner 2018 bis September 2021 mehr als 120.000 Aufrufe erreicht (siehe Abbildung 7), im September 2022 waren es bereits fast 140.000 Aufrufe für ein einzelnes Video.

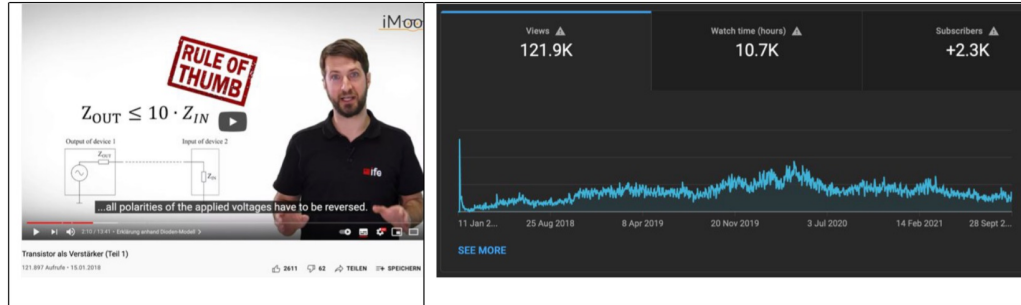


Abbildung 7: Ein offen lizenziertes Video eines zertifizierten OER-Dozenten an der TU Graz und seine Statistik, Quelle: Screenshot des Videos <https://www.youtube.com/watch?v=WZD9RZomhVE&t=130> und der YouTube-Statistik (September 2021)

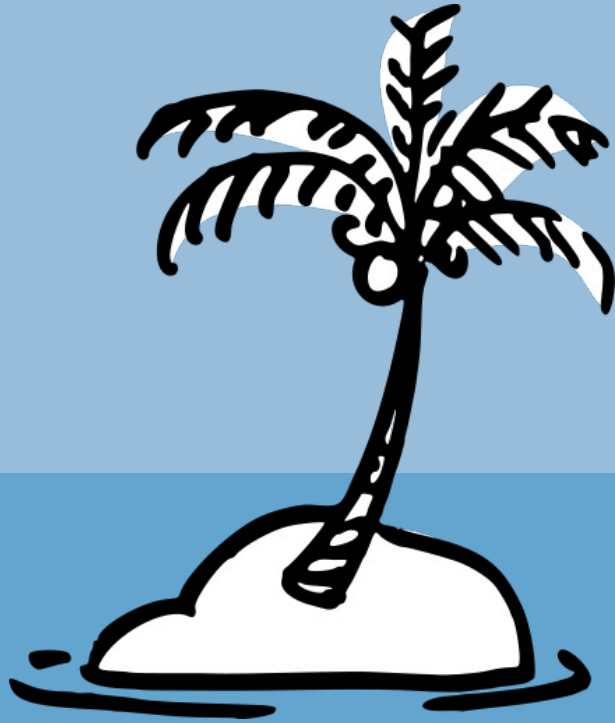
Ebner, M., Edelsbrunner, S., Hohla-Sejkora, K., Koschutnig-Ebner, M., Nagler, W., & Schön, S. (2022). OER an der TU Graz 09/2022: Erster Bericht zu offenen Bildungsressourcen (OER) der TU Graz. Graz University of Technology. <https://doi.org/10.3217/p25jb-7j780>

Ebner, Orr & Schön, <https://doi.org/10.1515/edu-2022-0018>



# OPEN EDUCATIONAL RESOURCES (OER)

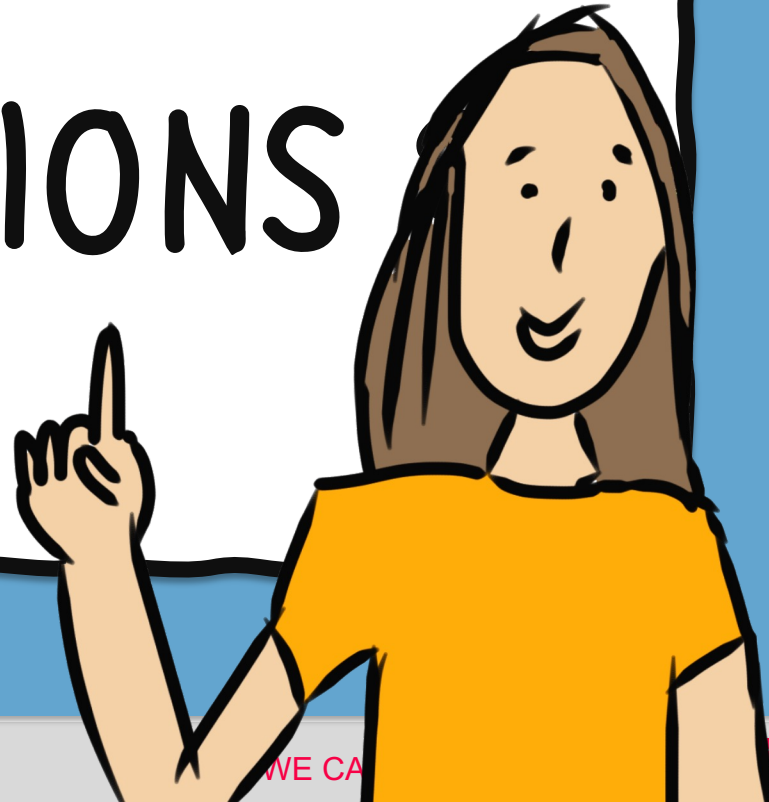




- TRANSFORMATIVE
- NO ALTERNATIVE
- NOT SIMPLE
- GETS MORE

# APPLICATIONS ?

# APPLICATIONS



# APPLICATIONS THAT USE OER

MICROSOFT POWERPOINT  
(USES BING, IMPLEMENTED BADLY)



# APPLICATIONS THAT USE OER

## CONVOERTER

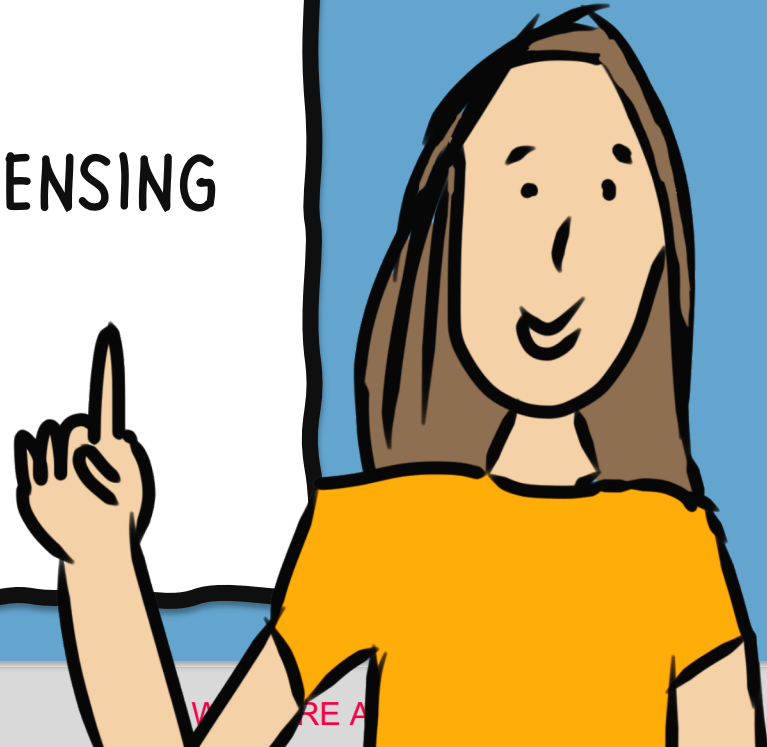


<https://convoerter.elearn.rwth-aachen.de/en/>



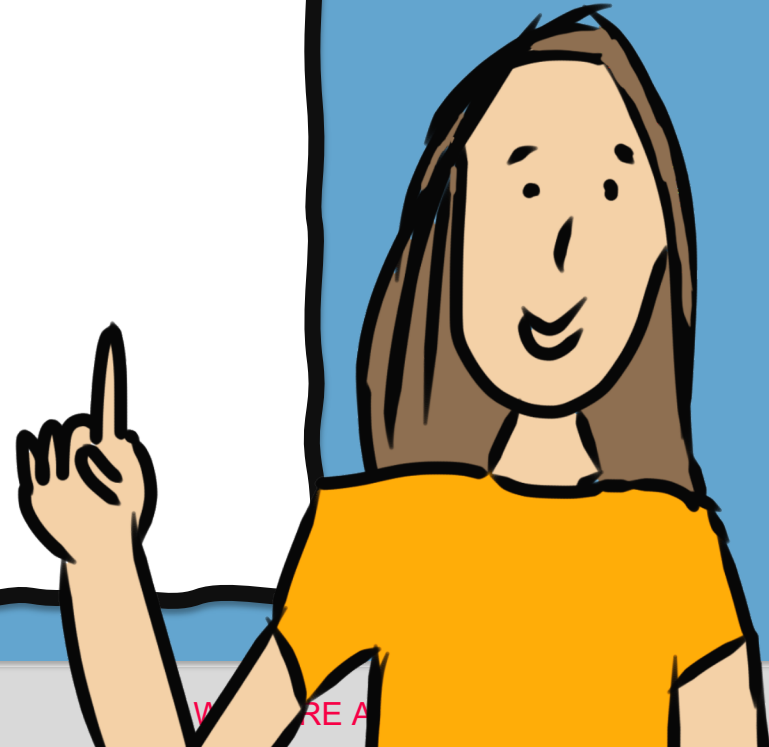
# APPLICATIONS THAT ARE NEEDED

- FOR COLLABORATIVE DEVELOPMENT
- CORRECT ATTRIBUTION/LICENSING
- VERSIONING
- SHOWING IMPACT
- PUBLICATION



# NEW BUSINESS MODELS

## OH ... YES.





### Advertisers

Paid advertising of third parties is placed on OER content; suitable advertisers must be well chosen (issue of exposing students to advertising)



### Contributor Pays

Is a model for open access academic publications not appropriate for individual OER contributors; institutional providers may pay for the hosting of larger amounts of OER



### Consultancy, Training and Other Support

Support of third parties for using the OER in their programs, especially if the set of OER and activities follow a certain model (e.g. DOIT co-creative social innovation)



### Course and/or Certificate Fees

The OER is free but students (or sponsors) pay for the educational program; in some cases the students can learn on their own but pay for the assessment and certificate



### Value Added Products or Services

Users do not pay for the OER but added value, for example enriched formats, special tools or services; called freemium or conversion model if the provider actively uses the OER to convert users to customers of the value added products or services



### Licensing Value Added Content

Producers who add significant value to openly available OER can try to license the enhanced content to education/training providers

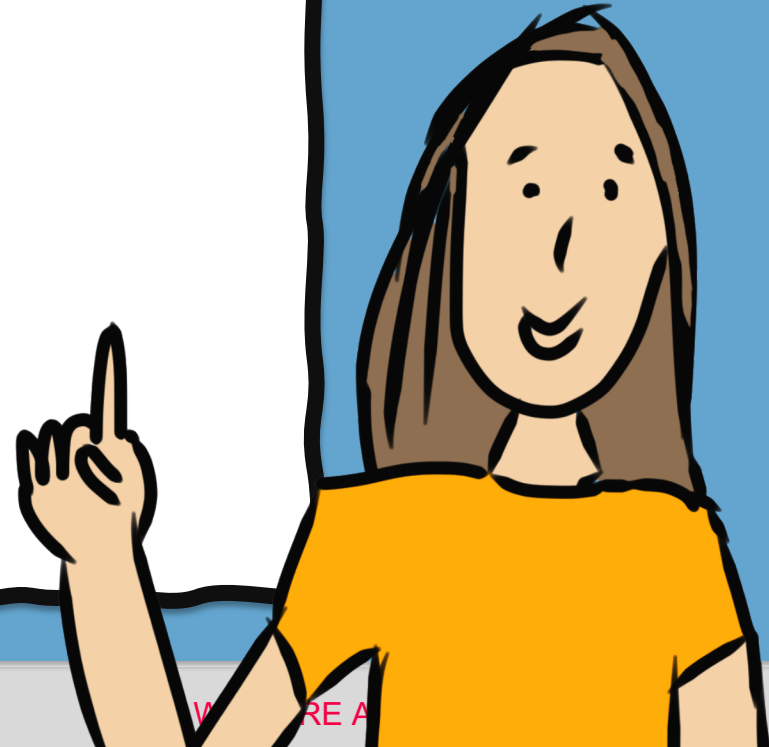


This project has received funding from the European Union's Horizon 2020 research and innovation programme under grant agreement No 770063



# OER BUSINESS MODEL CARDS

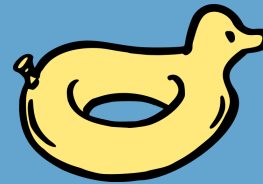
[https://sansch.wordpress.com/wp-content/uploads/2019/06/oer\\_bm\\_cards.pdf](https://sansch.wordpress.com/wp-content/uploads/2019/06/oer_bm_cards.pdf)



# HOW TO START



(SO YOU DON' T GET LOST)



# Free online course „OER in Higher Education“



<https://imoox.at/course/OERinHE>

The screenshot shows the iMooX website interface. At the top, there's a navigation bar with the iMooX logo, links for 'About iMooX', 'Partners', 'All courses', a language dropdown set to 'English (en)', and a 'Log in' button. Below the navigation bar is a large banner with a colorful illustration of a lightbulb, gears, a globe, and a person reading. Under the banner, there's a list of languages: 'DE, EN, FR, IT, PL, SV, PT, ID, CA, FI'. The main content area features the course title 'Open Educational Resources (OER) in Higher Education' by 'Graz University of Technology' and 'Martin Ebner & Sandra Schön'. It includes a star rating of 4.5 and buttons for 'About', 'Content', and 'Rating'. At the bottom, there's a table with course details:

About	
Duration	4 units
Unit	2 hours/unit
Licence	CC BY 4.0
Participants	82
Availability	Unlimited
Start Date	6 May 2024
Costs	€ 0.00

Multilingual  
(11 languages!)

Produced with human  
and artificial  
intelligence (Heygen)

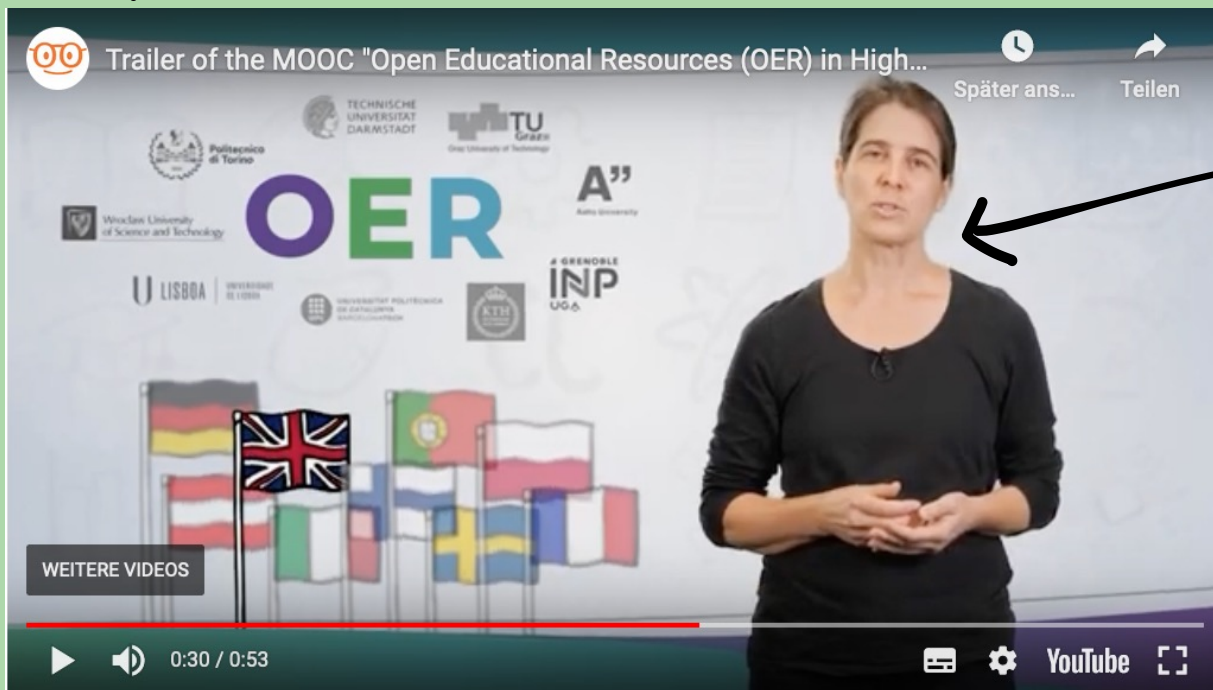


Sandra Schön, TU Graz 2024

WE CARE ABOUT EDUCATION



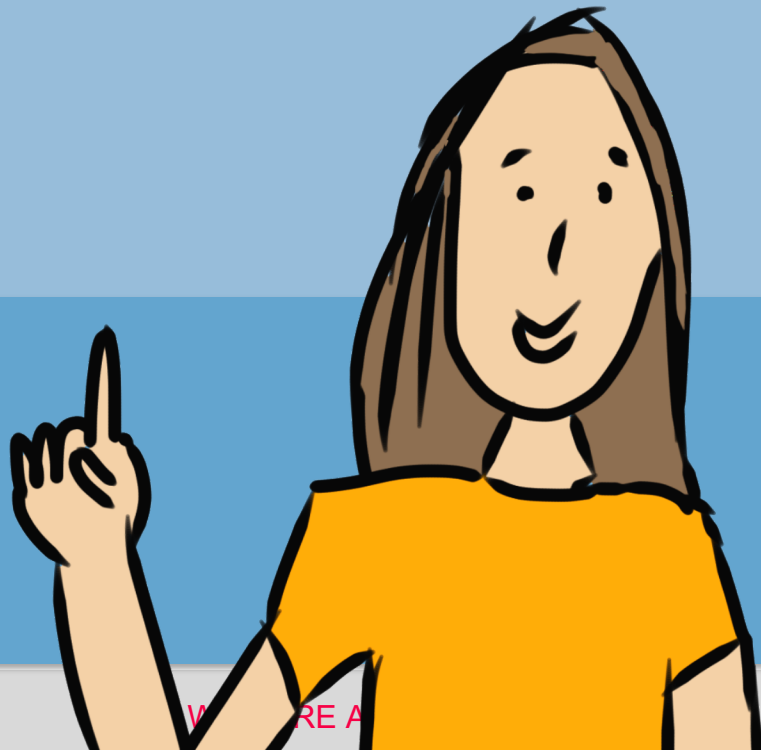
# No, that's not me



It's an avatar.

<https://imoox.at/course/OERinHE> - Start 6.5.2024

LOOKING FORWARD  
TO MEET YOU THERE.





Dr. Sandra Schön  
Graz University of  
Technology  
[sandra.schoen@tugraz.at](mailto:sandra.schoen@tugraz.at)



# References - OER at TU Graz

Ebner, M., Edelsbrunner, S., Hohla-Sejkora, K., Mair, B., Schön, S., Lipp, S., Steinkellner, I., Stojcevic, I., & Zwiauer, C. (2023). Impact Assessment of a MOOC Platform Considerations, Development, and Results. in *Conference Proceedings EMOOCS 2023* (S. 171-186). Universitätsverlag Potsdam. <https://doi.org/10.25932/publishup-57645>

Ebner, Martin; Schön, Sandra; Atenas, Javiera; Havemann, Leo; Nascimbeni, Fabio & Neumann, Jan L. (2020). Ressourcen und Werkzeuge für die Entwicklung einer OER-Policy an Hochschulen. Gemeinsamer Report von TU Graz, Open Education Austria Advanced, OER World Map und Open Education Policy Hub. Graz: TU Graz. DOI: 10.13140/RG.2.2.13705.47207/1

Ladurner, Christoph; Ortner, Christian; Lach, Karin; Ebner, Martin Haas, Maria; Ebner, Markus; Ganguly; Raman & Schön, Sandra (2020). The Development and Implementation of Missing Tools and Procedures at the Interface of a University's Learning Management System, its OER Repository and the Austrian OER Referatory. In: *International Journal of Open Educational Resources (IJOER)*, Volume 3, No. 2 Fall 2020 Winter 2021 [https://www.researchgate.net/publication/346519611\\_The\\_Development\\_and\\_Implementation\\_of\\_Missing\\_Tools\\_and\\_Procedures\\_at\\_the\\_Interface\\_of\\_a\\_University's\\_Learning\\_Management\\_System\\_its\\_OER\\_Repository\\_and\\_the\\_Austrian\\_OER\\_Referatory](https://www.researchgate.net/publication/346519611_The_Development_and_Implementation_of_Missing_Tools_and_Procedures_at_the_Interface_of_a_University's_Learning_Management_System_its_OER_Repository_and_the_Austrian_OER_Referatory)

Ebner, Martin; Schön, Sandra; Ebner, Markus; Edelsbrunner, Sarah; Hohla, Katharina (2022). Potential Impact of Open Educational Resources and Practices for Good Teaching at Universities. The OER Impact Assessment at TU Graz. In: Michael E. Auer, Andreas Pester, Dominik May (Eds.), *Learning with Technologies and Technologies in Learning. Experience, Trends and Challenges in Higher Education*, Lecture Notes in Networks and Systems, Volume 45, Cham: Springer, pp. 79-99. DOI: 10.1007/978-3-031-04286-7\_5

Ebner, M.; Stöckler-Penz, C. (2011). Open Educational Resources als Lifelong-Learning Strategie am Beispiel der TU Graz. - in: *The Lifelong Learning University*. (2011), S. 53–60, <https://de.scribd.com/document/46644200/Open-Educational-Resources-als-Lifelong-Learning-Strategie>

TU Graz 11/2020 OER Policy [https://www.tugraz.at/fileadmin/user\\_upload/tugrazExternal/02bfe6da-df31-4c20-9e9f-819251ecfd4b/2020\\_2021/Stk\\_5/RL\\_OER\\_Policy\\_24112020.pdf](https://www.tugraz.at/fileadmin/user_upload/tugrazExternal/02bfe6da-df31-4c20-9e9f-819251ecfd4b/2020_2021/Stk_5/RL_OER_Policy_24112020.pdf)

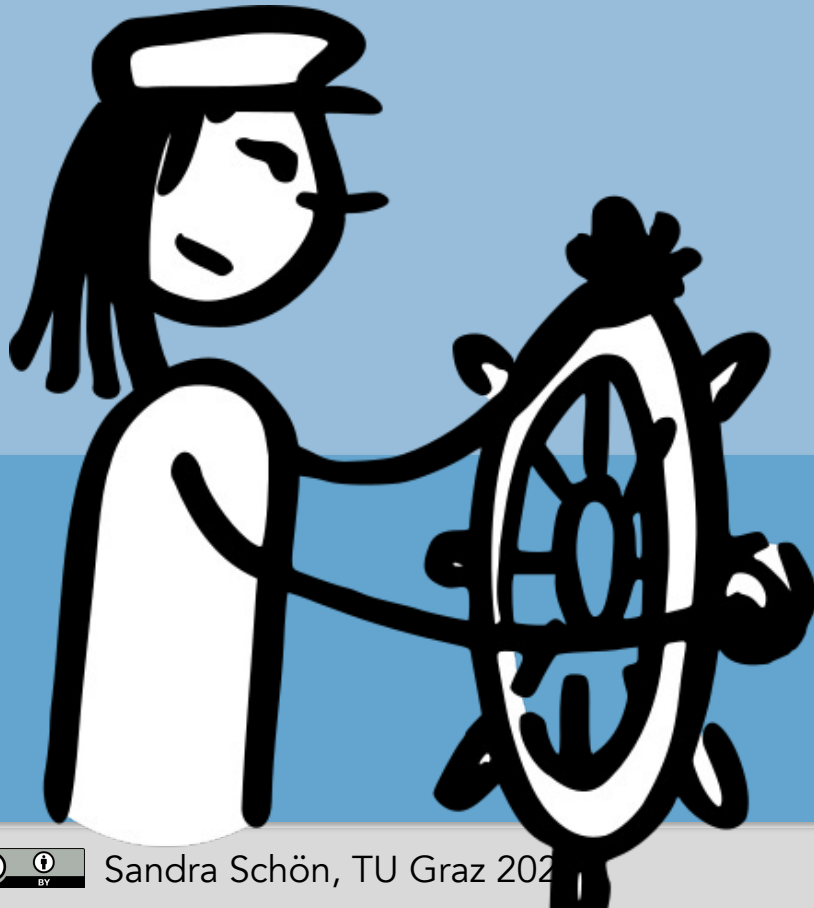
Ebner, M.; Schön, S. & Kumar, S. (2016). Guidelines for leveraging university didactics centers to support OER uptake in German-speaking Europe. *Education Policy Analysis Archives*, 24 (39). URL: <http://dx.doi.org/10.14507/epaa.24.1856>

# License



These slides may be used under the terms of the CC licence CC BY 4.0 International (<https://creativecommons.org/licenses/by/4.0/> ). Please use the links and references as sources for individual illustrations, if applicable.

The slides are available online at:  
<https://zenodo.org/records/10812686>



# NAVIGATING THE FUTURE

OPEN EDUCATIONAL RESOURCES  
(OER) IN HIGHER EDUCATION

DR. SANDRA SCHÖN  
GRAZ UNIVERSITY OF TECHNOLOGY  
14. JUNE 2024, ICCTA KEYNOTE