unite! University Network for Innovation, Technology and Engineering

OER about OER

Materials, tools, & methods

A collection of Open Educational Resources materials, tools and methods
initiated by Sandra Schön and Martin Ebner (TU Graz)
adapted and enriched by the Unite! “OER courses” project (Version 1.0, August 2024)

TECHNISCHE UNIVERSITÄT DARMSTADT | Aalto University | TU Graz | Grenoble INP UGA | KTH | Politecnico di Torino | U LISBOA Universidade de Lisboa | Universitat Politècnica de Catalunya BarcelonaTech | Wrocław University of Science and Technology

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Preface

This work was collaboratively created for and during a workshop of the Unite! Seed Fund project "OER Courses". The joint effort took place in June 2024 and reflects the dedication and cooperation of all participants. Our aim was to gather and develop ideas around Open Educational Resources (OER) to create a rich pool for OER training and educational courses. We hope this work serves as a valuable resource and contributes to the promotion of education and knowledge sharing.

Mistakes might be corrected in future versions :-D

Sandra Schön and Martin Ebner
August 2024

Introduction

Sandra Schön and Martin Ebner

Open Licenses as base for OER

To ensure the open nature of OER, licenses are used that allow for free use, modification, and redistribution, even for commercial purposes, as long as certain requirements, such as attribution to the original creators or the use of an open license, are met. Three Creative Commons (CC) licenses are most commonly used worldwide for the creation of OER and are considered "open licenses" in the context of open educational resources. The following three licenses permit free use, modification, and redistribution of resources under (minor) conditions, including for commercial purposes, and are considered "open licenses":

	CC BY 4.0 Requires attribution to the creators and the license https://creativecommons.org/licenses/by/4.0/
	CC BY-SA 4.0 Requires attribution to the creators and the license, and use of the same license ("share alike") https://creativecommons.org/licenses/by-sa/4.0/
	CC 0 1.0 Allows free use without attribution to the creators (equivalent to "public domain" although the terms may not be fully interchangeable) https://creativecommons.org/publicdomain/zero/1.0/

Source: https://oerdeckel.wordpress.com/

Background: How to best teach and train the topic of OER

Teaching OER is not straightforward—it requires around 25 hours of training for individuals in Austria to earn the "OER Practitioner" certificate from fnma. In this collection, we gather OER, particularly tools and methods, that enable the design of training sessions and courses on the topic of OER. This work was collaboratively created for and during a workshop of the Unite! Seed Fund project "OER Courses." The joint effort took place in June 2024 and reflects the dedication and cooperation of all participants. Our aim was to gather and develop ideas around Open Educational Resources (OER) to create a rich pool for OER training and educational courses. We hope this work serves as a valuable resource and contributes to the promotion of education and knowledge sharing.

Notes on existing OER course curricula or frameworks

There are several course curricula and frameworks available, such as the Austrian competence profile for the <fnma> certificate “OER practitioner”. It is described as follows and published under the conditions of CC BY 4.0 International by <fnma> 2023 (see https://www.oer-zertifikat.at/oer/de/zertifizierung/weiterbildungskonzept in German), English version taken from Schön et al. (2023), published under CC BY 4.0 as well:

“The certificate holder can find, create, revise, remix and publish openly licensed educational resources (OER) independently and on his/her own responsibility, taking into account his/her professional disciplinary and didactic expertise.

We aim those individuals who will receive the OER certificate should have achieved the following learning objectives:

1. I can name and use different open licenses and their requirements and differences.
2. I can find openly licensed educational resources (OER).
3. I can create, revise and remix OER.
4. I can publish OER and make them available to other teachers.”

Source: CC BY 4.0 Schön, S., Ebner, M., Berger, E., Brandhofer, G., Gröblinger, O., Jadin, T., Kopp, M., Steinbacher, H.-P. and Zwiauer, C. (2021) ‘OER Certification of Individuals and Organisations in Higher Education: Implementations Worldwide’, *Open Praxis*, 13(3), p. 264–278. Available at: https://doi.org/10.5944/openpraxis.13.3.265.

For the Unite! OER course, we described the learning goals accordingly as follows:

“Open Educational Resources (OER for short) are educational materials that are freely accessible and can be edited, adapted, and shared without violating copyrights. This succeeds because so-called "open licenses" or public domain materials are used for this purpose. This lecture - hold in English - introduces the concept of Open Educational Resources for students and teachers at universities. OER are not only an important educational policy issue for international associations such as UNESCO, OER are also part of the call for "Open Science". The lecture will also show and train and where OER can be found and published. And of course, open licenses such as CC-0, CC-BY and CC BY-SA will be explained.

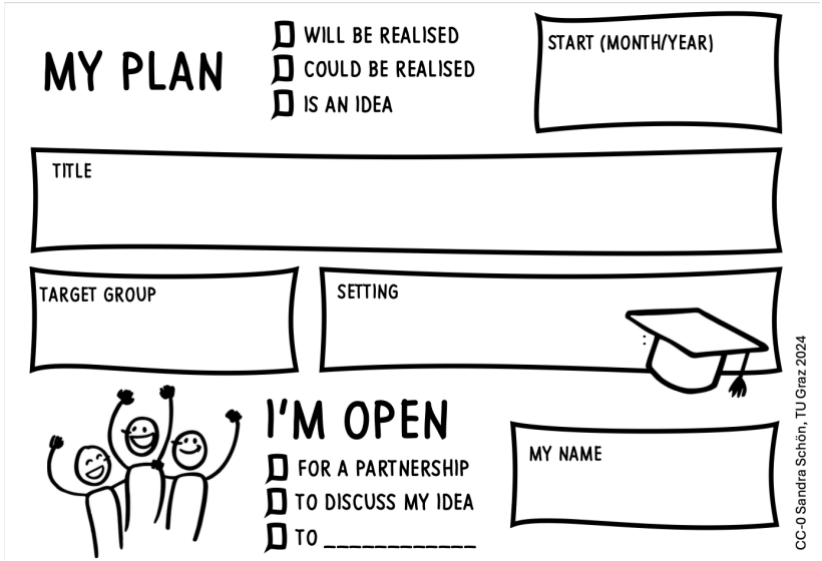
The course aims to reach the following learning objectives for all participants (see www.oer-zertifikat.at)

1. I can name and use different open licenses and their requirements and differences.
2. I can find openly licensed educational resources (OER).
3. I can create, revise and remix OER.
4. I can publish OER and make them available to others.”

Planning an OER training or course

Sharing first ideas for a (future) OER training or course

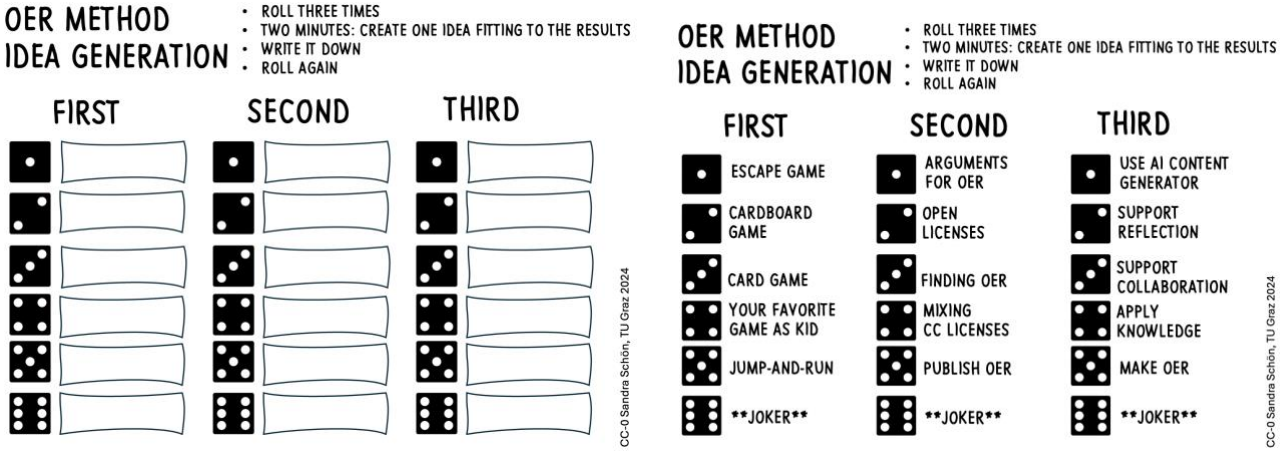
Sandra Schön

Screenshot/Illustration			
URL	https://dx.doi.org/10.3217/ywxfs-hz242	**License and Attribution**	CC-0 Sandra Schön, TU Graz
Description	• Template to present (first) ideas and plans for an OER training or lecture		
(Learning) Goals	• describing first ideas or plans • base for exchange for potential collaboration		

<table>
<tr><td>How to use
 </td><td colspan="3">This template is printed for all participants, who are asked to fill it out (one per plan/idea, if)
The sketches are presented, they can be ordered e.g. as (a) ideas (b) could be (c) will be.</td></tr>
<tr><td>Language versions available
 </td><td>● not available yet</td><td>Setting
 </td><td>● Collaborative synchronous work in brick and mortar settings</td></tr>
<tr><td>Experiences (if)</td><td colspan="3">We used it successfully in our OER course capacity training.</td></tr>
<tr><td>Comments on variants and more</td><td colspan="3"></td></tr>
</table>

Rolling dice to generate ideas for OER trainings

Sandra Schön

Screenshot/Illustration			
URL	https://dx.doi.org/10.3217/rp95j-qvf75	**License and Attribution**	CC-0 Sandra Schön
Description	One dice and the provided template is used as an input for idea generation for methods and approaches in OER trainings for small teams and groups.		
(Learning) Goals	• Generating ideas for OER trainings • Have fun • Get inspired		
How to use	• Roll a dice 3 times • Create one idea fitting to the results - as a group/team of about 4. You have 3 minutes • Write your idea down • Roll again You present the following meanings or make your own rules		

<table>
<tr><td></td><td colspan="3">First cube
1. Escape Game
2. Cardboard Game
3. Card game
4. Your favorite game in childhood
5. Jump-and-run
6. JOKER
Second cube
1. Good argument for OER
2. Open Licenses
3. Collecting and finding OER
4. Mixing Creative Commons license
5. Publication of OER
6. JOKER
Third cube
1. Using AI generating tools (ChatGPT, dall.e)
2. Support reflection
3. Support collaboration
4. Apply knowledge
5. Make OER
6. JOKER

For each combination, the team get 3 minutes to roughly sketch an idea.
After 5 rounds the team decides on which of the ideas is the favorite and concentrate on this for another 30 minutes.

Duration: 60 minutes
Number of peoples: in groups of 4 to 6</td></tr>
<tr><td>Language versions available
 </td><td>• EN only (here)</td><td>Setting
 </td><td>• Collaborative synchronous work in brick and mortar settings</td></tr>
</table>

Experiences (if)	Was applied for the first time at Unite! OER course capacity training in June 2024 in Graz - participants had a lot of fun.
Comments on variants and more	Can be easily adapted, e.g. to settings (online, self-organised, ….)

How to find the best idea?

Anna Maria Kamińska

Screenshot/Illustration

IDEA	ADVANTAGES	DISADVANTAGES	RISK	POSSIBILITY TO IMPLEMENT (1- very hard 10 – very easy)

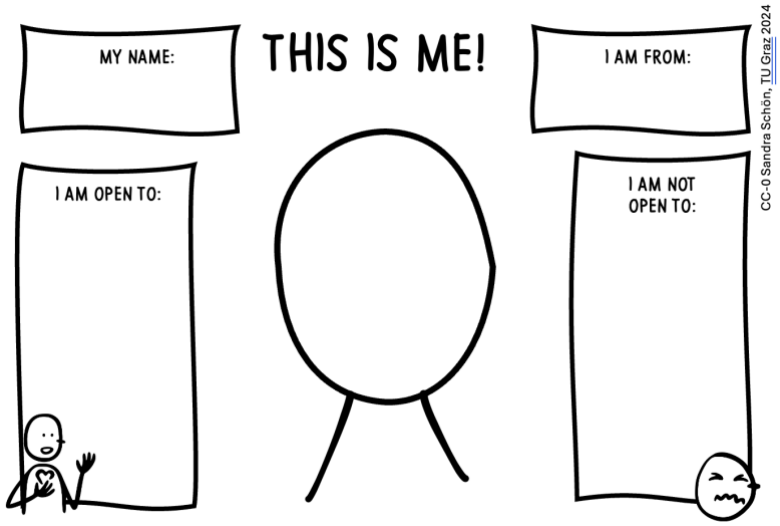
URL		**License and Attribution**	CC-0 Anna Maria Kamińska
Description	This table will help you to validate the ideas generated for OER.		
(Learning) Goals	This tool will help understand the advantages and disadvantages of proposed solutions generated by roolling dice or brainstorming or other methods. The analysis of advantages and disadvantages allows a deep understanding of the nature of the solution and the identification of risks stimulates not only creativity but also foresight. The column containing an assessment of the feasibility of implementation should be filled in only after the advantages and disadvantages have been analyzed. It is intended to clearly assist in the selection of the tool, as well as develop the ability to exercise judgment.		

<table>
<tr><td>How to use
 </td><td colspan="3">Step 1 Enter in the “IDEA ”column the ideas generated (without analyzing or evaluating them)
Step 2 For each idea, enter the advantages (minimum 3)
Step 3 For each idea enter the disadvantages (minimum 3)
Step 4 Consider whether there are risks associated with implementing the idea (threat to implementation, cost time, staff, inability to implement, etc.).
Step 5 Rank the opportunities for implementation based on the factors analyzed.
Step 6 Choose which ideas you will implement.
NOTE: It is worth choosing a few ideas and indicating for them the horizon of time for implementation, perhaps an idea is too big and it is worth dividing it into stages- for each stage it is worth repeating such analysis,</td></tr>
<tr><td>Language versions available
 </td><td>• ENG</td><td>Setting
 </td><td>• Collaborative synchronous work in brick and mortar settings
• Collaborative synchronous work online
• Self-organized learning</td></tr>
<tr><td>Experiences (if)</td><td colspan="3">Idea proposed Unite! OER course capacity training in June 2024 in Graz</td></tr>
<tr><td>Comments on variants and more</td><td colspan="3">Can be easily adapted, I use it with my students during action plan validation for business plan and for strategy scenarios analysis (Anna Maria Kamińska, Wroclaw Tech)</td></tr>
</table>

Getting to know each other in a training on OER/Openness - Icebreaker

This is me - and I am open!

Sandra Schön and Anna Maria Kamińska

Screenshot/Illustration			
URL	https://dx.doi.org/10.3217/zrbqk-3f116	**License and Attribution**	CC-0 (provided by Sandra Schön, TU Graz)
Description	Getting to know each other if “openness” is a relevant concept in your workshop.		
(Learning) Goals	• Get to know all other participants and teachers • Get insights into concepts of openness • Overcoming the interpersonal barriers		

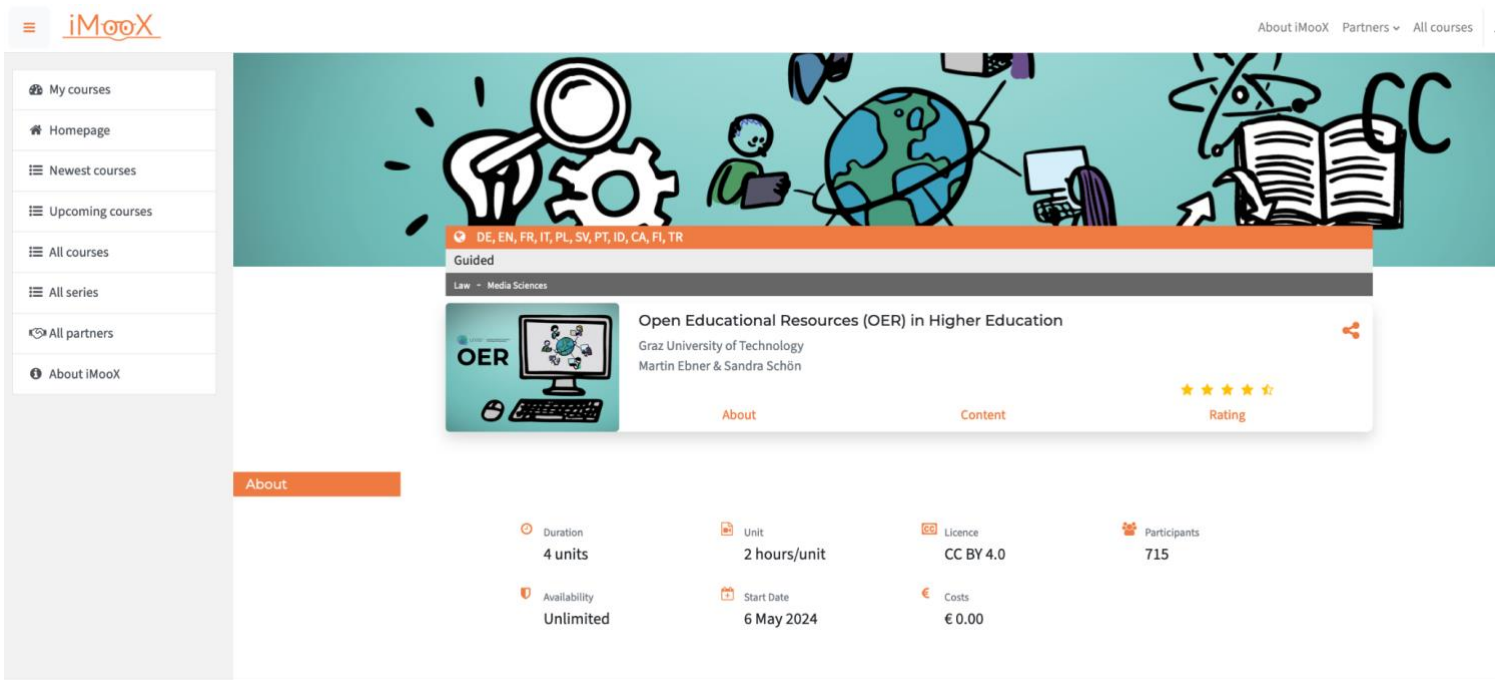
<table>
<tr><td>How to use
 </td><td colspan="3">• Print one per person, handout to all together with pens
• Ask all to use the sketch and draw a self portrait
• After 5 minutes, ask that all shortly introduce themselves
• Pin all pictures on a board so that all can take another look on it as well.

Duration: 5 minutes + 3 minutes per participant
People: Should not be more than 25, if more, it could be done without presentation</td></tr>
<tr><td>Language versions available
 </td><td>• ENG</td><td>Setting
 </td><td></td></tr>
<tr><td>Experiences (if)</td><td colspan="3"></td></tr>
</table>

OER courses and general materials

OER about OER: The Unite! MOOC “OER in Higher Education”

Sandra Schön and Martin Ebner

<table>
<tr><td>Screenshot/Illustration</td><td colspan="3"> 

CC BY 4.0 iMooX.at, Screenshot taken from https://imoox.at/course/OERinHE (28.5.2024)</td></tr>
<tr><td>URL</td><td>https://imoox.at/course/OERinHE</td><td>License and Attribution</td><td>CC BY 4.0 International by Martin Ebner, Sandra Schön and more, OER in Higher Education, May 2024 https://imoox.at/course/OERinHE</td></tr>
<tr><td>Description</td><td colspan="3">Massive open online course produced within the UNite! OER course project with four units and 10 videos, including quizzes for self assessment and course certification. Available in eleven languages.</td></tr>
</table>

<table>
<tr><td>(Learning) Goals
 </td><td colspan="3">They are described as follows: “You will know the background and potential of OER, be able to use materials with open licenses in a copyright-compliant manner and know where to find and publish OER. You will know open Creative Commons licenses and be able to apply them” (see https://imoox.at/course/OERinHE)</td></tr>
<tr><td>How to use
 </td><td colspan="3">You can integrate the MOOC into your lecture and training as a whole, e.g. you can use the MOOC as precondition for a face to face training. You can as well use videos and other parts separately in your course.

Videos will be available at YouTube after the first implementation.

Please check if and how long the MOOC is available for you and you learners!</td></tr>
<tr><td>Language versions available
</td><td>The following language versions and references to countries are provided, please note the comments on the video

● German / Germany & Austria
● Finnish / Finland - only video subtitles
● French / France
● Indonesian / Indonesia
● Italian / Italy
● Catalan / Spain - only video subtitles
● Polish / Poland - videos in Polish version and version with subtitles
● Portuguese / Portugal
● Swedish / Sweden
● Turkish / Turkey - videos only with subtitles
● English / for EU

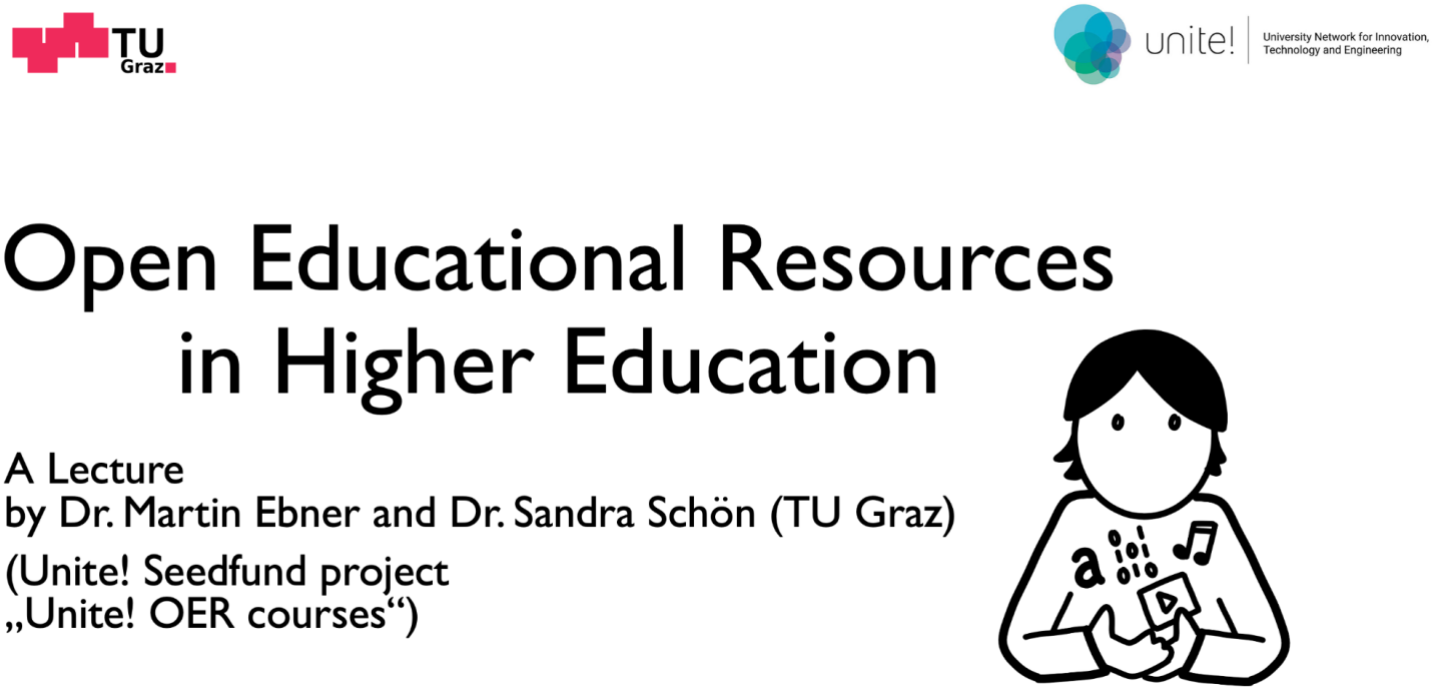
Playlists for videos in all languages can be found under this (and other) videos at youtube:

https://www.youtube.com/watch?v=JhRJTZ2nl5g&t=9s</td><td>Setting
 </td><td>● Self-organized learning (delete if not applicable)
● Can be used as well in brick-and-mortar settings</td></tr>
</table>

Experiences (if)	Implementation in May 2024, Evaluation not yet available.
Comments on variants and more	Very helpful tool when you want to get a basic knowledge about OER. Additionally the course is very flexible- you can speed up the speaker , go back to the lesson or download the materials (Anna Maria Kamińska, Wrocław Tech)

OER course slides (Unite! OER courses lecture)

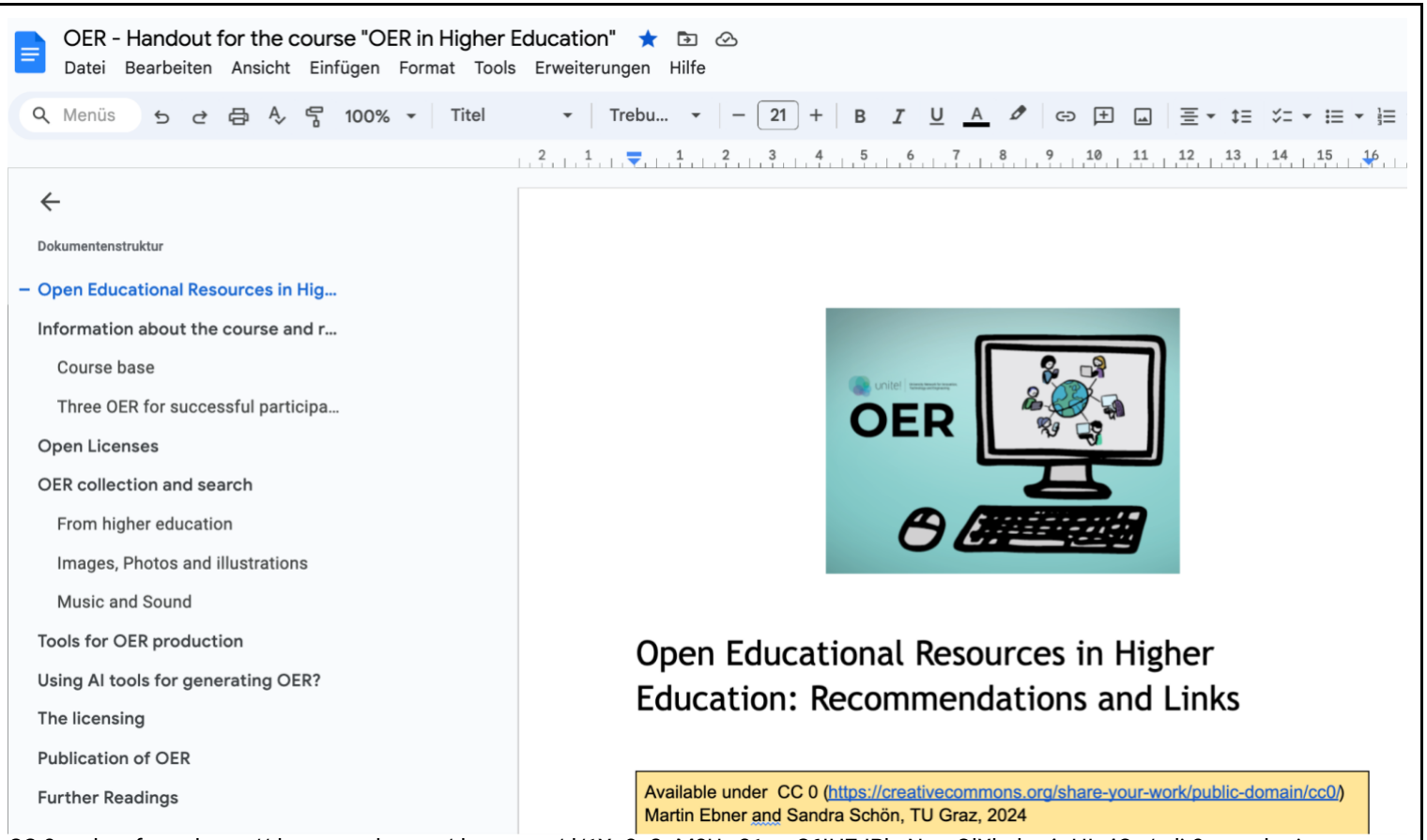
Sandra Schön and Martin Ebner

<table>
<tr><td>Screenshot/Illustration</td><td colspan="3"> 
</td></tr>
<tr><td>URL</td><td>https://dx.doi.org/10.3217/1xdq0-dc359</td><td>License and Attribution</td><td>Available under CC BY-SA 4.0
Martin Ebner and Sandra Schön, TU Graz, 2024</td></tr>
<tr><td>Description</td><td colspan="3">These slides were used in the OER lecture within the Unite! OER courses project (3 hours, online).</td></tr>
<tr><td>(Learning) Goals
 </td><td colspan="3">• Introduction into the topic of OER
• Copyright issues in education
• Searching for OER and challenges
• Correctly attributing OER
• Different open licenses // short intro into other CC licenses</td></tr>
</table>

<table>
<tr><td>How to use
 </td><td colspan="3">Slides can be used a base for lecture.</td></tr>
<tr><td>Language versions available
 </td><td>• (several versions in German and English available, but this is currently the latest)</td><td>Setting
 </td><td>• Collaborative synchronous work in brick and mortar settings
• Collaborative synchronous work online</td></tr>
<tr><td>Experiences (if)</td><td colspan="3">These slides (or other variations) were used in many training by Sandra Schön and Martin Ebner (TU Graz)</td></tr>
<tr><td>Comments on variants and more</td><td colspan="3">Well done! (Anna Maria Kamińska, Wrocław Tech)</td></tr>
</table>

OER handout (idea/content)

Sandra Schön and Martin Ebner

<table>
<tr><td>Screenshot/Illustration</td><td colspan="3"> 

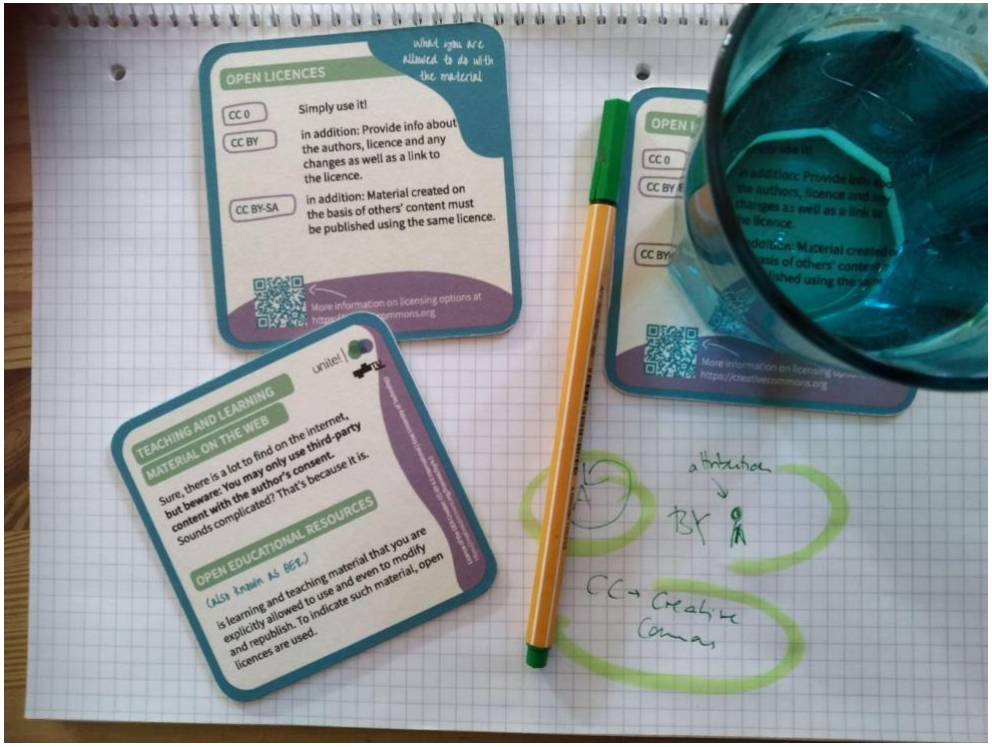
CC-0 - taken from: https://docs.google.com/document/d/1Xa8o2oM8Uw31ntcC6IH7JPhvNmgQlXbglpv4qHIx4Qo/edit?usp=sharing</td></tr>
<tr><td>URL</td><td>https://docs.google.com/document/d/1Xa8o2oM8Uw31ntcC6IH7JPhvNmgQlXbglpv4qHIx4Qo/edit?usp=sharing</td><td>License and Attribution</td><td>Available under CC 0 (https://creativecommons.org/share-your-work/public-domain/cc0/)
Martin Ebner and Sandra Schön, TU Graz, 2024</td></tr>
</table>

<table>
<tr><td>Description</td><td colspan="3">This handout is available under CC0 and as Google doc, so it can be used and handed out as digital flyer for all participants.</td></tr>
<tr><td>(Learning) Goals
 </td><td colspan="3">• To see how OER can be used and especially how helpful CC-0 is
• To share relevant OER knowledge and URL</td></tr>
<tr><td>How to use
 </td><td colspan="3">The worksheet is available for download in various formats through Google’s download function or as a copy (if an account is available). This allows for easy editing and potential republishing of the worksheet. This is made possible by the open licensing (CC-0).</td></tr>
<tr><td>Language versions available
 </td><td>• EN
• (other variations are available in DE, please contact sandra.schoen@tugraz.at if of interest)</td><td>Setting
 </td><td>• Collaborative synchronous work in brick and mortar settings
• Collaborative synchronous work online</td></tr>
<tr><td>Experiences (if)</td><td colspan="3">This handout (or other variations) were used in many training by Sandra Schön and Martin Ebner (TU Graz)</td></tr>
<tr><td>Comments on variants and more</td><td colspan="3"></td></tr>
</table>

Introducing Open licenses

OERdeckel (a coaster with basics of open licenses)

Sandra Schön and Anna Maria Kamińska

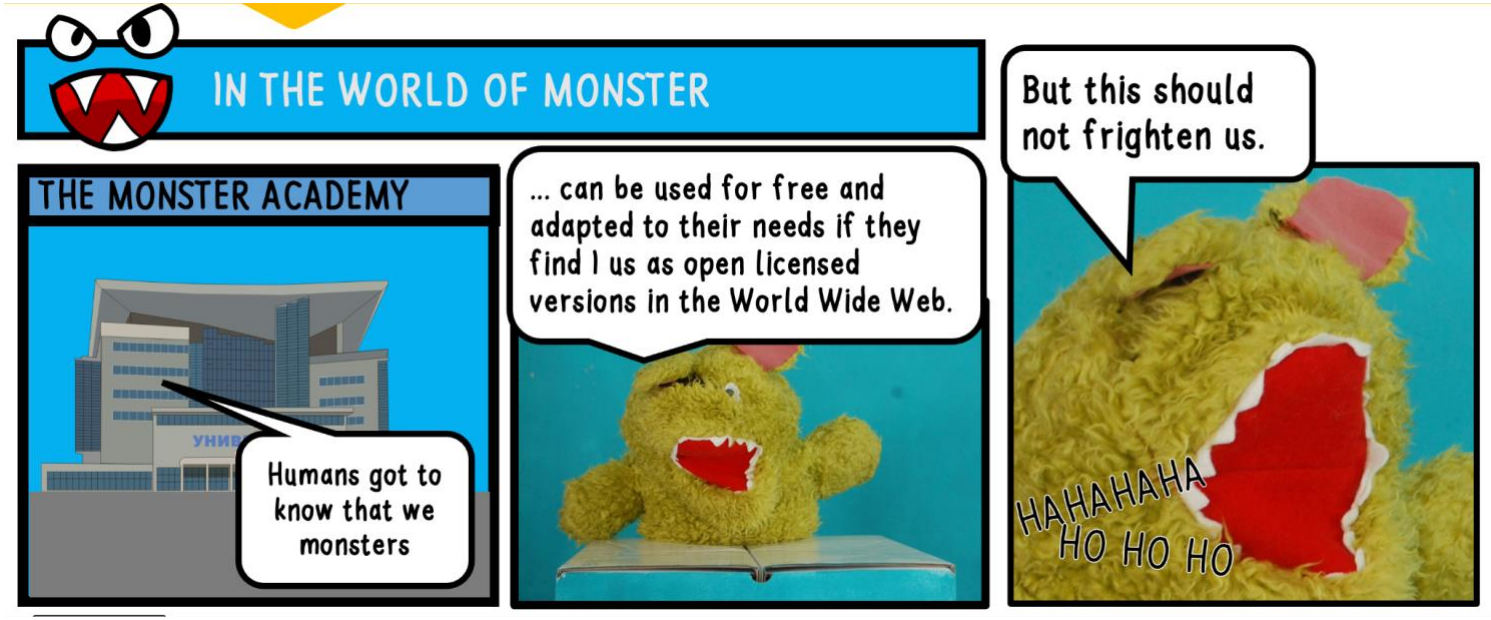
Screenshot/Illustration	 Photo: CC BY 4.0 International by TU Graz, Educational Technology team		
URL	Not yet available online	**License and Attribution**	CC BY 4.0 International by TU Graz, Educational Technology team

<table>
<tr><td>Description</td><td colspan="3">Printed coasters simply and short explaining OER and the three open licesnse</td></tr>
<tr><td>(Learning) Goals
 </td><td colspan="3">• Short overview of open license
• To have the licenses present within a training and beyond</td></tr>
<tr><td>How to use
 </td><td colspan="3">Share it when open licenses are introduced. The OER coaster itself is a success story of how open licensed materials are shared. An easy tool, that you can put on the desk as a reminder.</td></tr>
<tr><td>Language versions available
 </td><td>• EN: Avaialable (printed), but not published so far. Please contact Martin Ebner if of interest (martin.ebner@tugraz.at)
• DE versions: Several are available, e.g. the original under CC-0 https://oerdeckel.wordpress.com/</td><td>Setting
 </td><td>• Collaborative synchronous work in brick and mortar settings (delete if not applicable)</td></tr>
<tr><td>Experiences (if)</td><td colspan="3">Please describe existing experiences or if this is just an idea, link to articles if available.</td></tr>
<tr><td>Comments on variants and more</td><td colspan="3">Very handy tool for the beginners in OER (Anna Maria Kamińska, Wrocław Tech)</td></tr>
</table>

Finding OER

OER monster hunt (from Unite! OER course) and alternatives

Sandra Schön and Martin Ebner

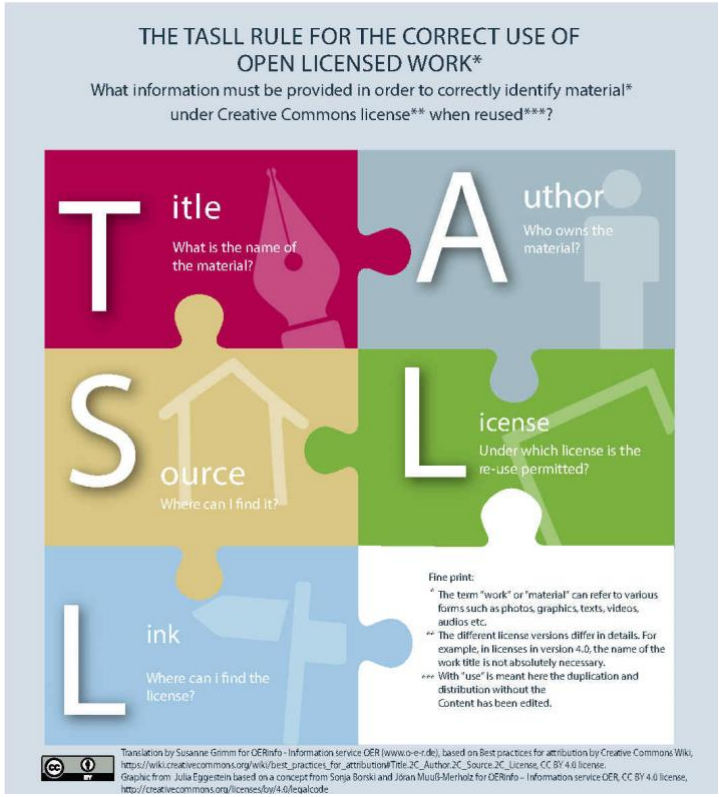
Screenshot/Illustration			
URL	https://dx.doi.org/10.3217/ec1rs-zyh06	**License and Attribution**	CC BY SA 4.0 Martin Ebner und Sandra Schön
Description	Interactive and fun way to explore challenges to find OER		
(Learning) Goals	• Sk um ee different ways how search for CC licensed content is realised • Getting to know challenges (advertising, GRPR) • See how correct attribution works • Have fun		

<table>
<tr><td>How to use
 </td><td colspan="3">• The lecturer first present a certain website and how to search for open licensed content there
• The participants explore it on their own (on their screens) as well
• Two teams are organised - We usually sort teams by name (e.g. A-P, R-Z)
• Then the game starts and the group with the first correct answe (e.g. in the chat) gets a point
• The group with more points wins</td></tr>
<tr><td>Language versions available
 </td><td>• Not directly, but we did several versions on this hunt in German as well.</td><td>Setting
 </td><td>• Collaborative synchronous work in brick and mortar settings
• Collaborative synchronous work online</td></tr>
<tr><td>Experiences (if)</td><td colspan="3">We did this already with online groups with 100+ people and it was very engaging (in COER13.de)</td></tr>
<tr><td>Comments on variants and more</td><td colspan="3">Originally, it was a SchnOERzeljagd by Sandra.</td></tr>
</table>

Using OER of others correctly

TASLL Rule

Sandra Schön

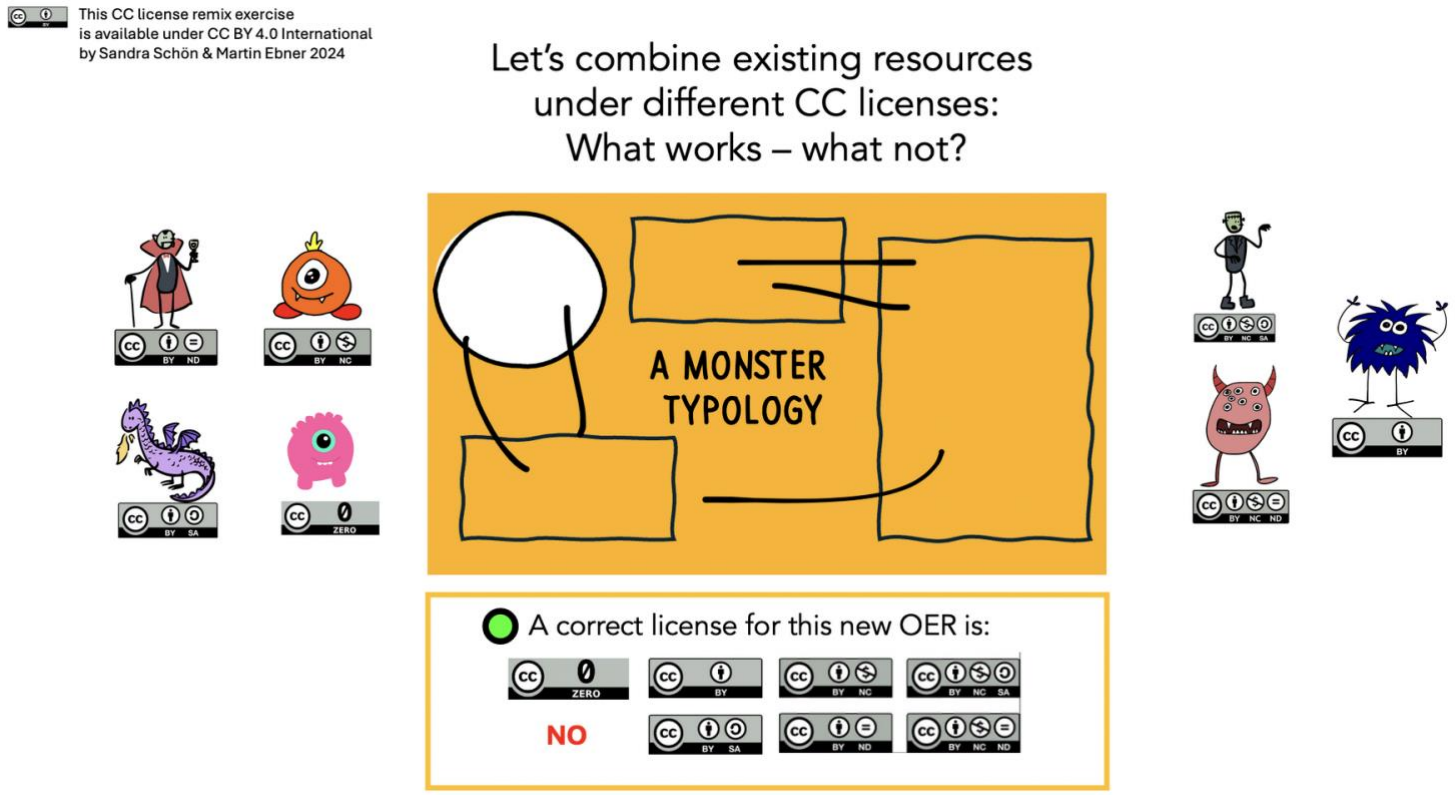
Screenshot/Illustration			
URL	https://open-educational-resources.de/die-tullu-regel-uebersetzt-ins-englische-und-spanische/	**License and Attribution**	The TASLL rule, Grafik: Julia Eggestein using a concept by Sonja Borski and Jöran Muuß-Merholz, translated bySusanne Grimm for OERinfo, CC BY 4.0.
Description	• A “rule” to correctly attribute open licensed material		

<table>
<tr><td>(Learning) Goals
 </td><td colspan="3">support to understand open license (better)</td></tr>
<tr><td>How to use
 </td><td colspan="3">Presentation in a training
Using it as a rule and ask for correct usage (examples!)</td></tr>
<tr><td>Language versions available
 </td><td>Die TULLU-Regel_CC BY.ai (DE)
The TASLL rule_CC BY.ai (EN)
La regla TAFLE_CC BY.ai (ES)
Die TULLU-Regel_CC BY.pdf (DE)
The TASLL rule_CC BY.pdf (EN)
La regla TAFLE_CC BY.pdf (ES)</td><td>Setting
 </td><td>Collaborative synchronous work in brick and mortar settings
Collaborative synchronous work online
Self-organized learning</td></tr>
<tr><td>Experiences (if)</td><td colspan="3">Used successfully in several workshops.</td></tr>
<tr><td>Comments on variants and more</td><td colspan="3">Variants available.</td></tr>
</table>

Remixing CC licenses

OER CC mix assignment (interactive but teacher focuses, online)

Author(s) and editors or other collaborators of this description

Screenshot/Illustration			
URL	https://docs.google.com/presentation/d/1MdLZrqSMJy6bnQI-BtmRlRRK3raQnFDA6sazQUZx0oE/edit?usp=sharing	**License and Attribution**	CC BY 4.0 International by Sandra Schön and Martin Ebner 2024

<table>
<tr><td>Description</td><td colspan="3">Interactive exercise</td></tr>
<tr><td>(Learning) Goals
 </td><td colspan="3">Insight that combination of CC license is a challenge
Applying knowledge about CC licenses</td></tr>
<tr><td>How to use
 </td><td colspan="3">Please make a copy (Google) or download the exercise.
You can ask participants to select images and then let them explain which license fit.
Or you can set settings (Google) so that all can add illustrations to the middle and then explain what is possible or not.</td></tr>
<tr><td>Language versions available
 </td><td>German versions is available here: https://dx.doi.org/10.3217/xpd7e-wzp58 (as ppt)</td><td>Setting
 </td><td>Collaborative synchronous work in brick and mortar settings
Collaborative synchronous work online
Self-organized learning</td></tr>
<tr><td>Experiences (if)</td><td colspan="3">Used in online workshops, worked well!</td></tr>
<tr><td>Comments on variants and more</td><td colspan="3"></td></tr>
</table>

OER CC mix training (F2F version with posters, only in German)

Sandra Schön und Martin Ebner

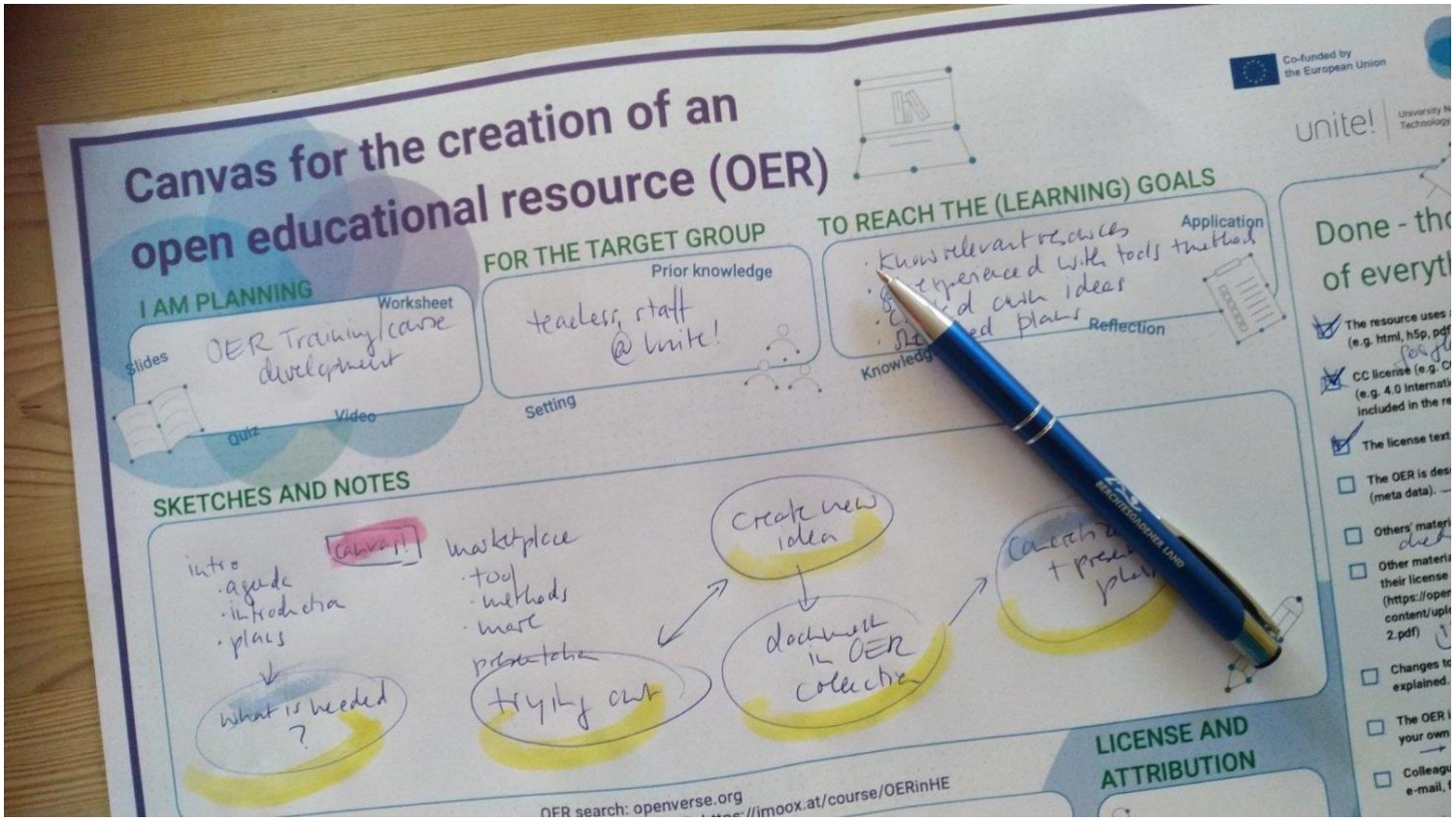
<table>
<tr><td>Screenshot/Illustration</td><td colspan="3">Foto A
 </td></tr>
<tr><td>URL</td><td>https://sansch.wordpress.com/2014/04/01/oer-ubung-creative-commons-lizenzen-kombinieren/</td><td>License and Attribution</td><td>CC BY 4.0 International by Sandra Schön und Martin Ebner, 2014</td></tr>
<tr><td>Description</td><td colspan="3">• Exercise for group work on combing CC licenses</td></tr>
<tr><td>(Learning) Goals
 </td><td colspan="3">• different CC options
• possibilities and challenges of different CC licenses
• understanding why open licenses are better options than restricted</td></tr>
</table>

<table>
<tr><td>How to use
 </td><td colspan="3">Participants in small groups are assigned to combine printed images, texts and quizzes with different CC license for a new online course (a poster) and decide upon which license is fitting to this new resource.</td></tr>
<tr><td>Language versions available
 </td><td>● not available in English so far</td><td>Setting
 </td><td>● Collaborative synchronous work in brick and mortar settings</td></tr>
<tr><td>Experiences (if)</td><td colspan="3">Used in several workshops (in presence/brick&mortar)</td></tr>
<tr><td>Comments on variants and more</td><td colspan="3">We adapted it for online workshops as well - Martin & Sandra</td></tr>
</table>

Planning OER, planning OER projects and creation of OER business models

OER canvas (Unite! version by TU Graz)

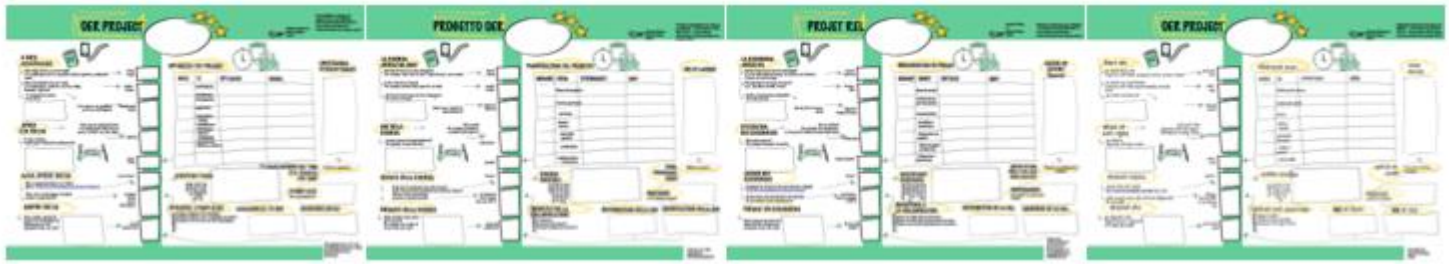
Sandra Schön, Martin Ebner und Anna Maria Kamińska

Screenshot/Illustration			
URL	https://repository.tugraz.at/oer/s91k8-vbk73	**License and Attribution**	CC BY 4.0 Educational Technology Team TU Graz for Unite! 2024

<table>
<tr><td>Description</td><td colspan="3">The OER canvas is a template for OER development, available for several target groups and languages.</td></tr>
<tr><td>(Learning) Goals
 </td><td colspan="3">• Planning OER from learning goals to OER quick check
• Guiding the development process
• Helps to organize the data and set the design for OER</td></tr>
<tr><td>How to use
 </td><td colspan="3">This canvas can be used to sketch own projects and can be used in workshop in different settings (editable PDF versions are available as well). There is a file available to easily adapt the Canvas itself as well, e.g. for translation and more.</td></tr>
<tr><td>Language versions available
 </td><td>• See https://elearningblog.tugraz.at/oer-canvas
• DE, AT: https://repository.tugraz.at/oer/kb83r-qny41
• PL: https://oze.pwr.edu.pl/strony/canva/
• ES: variant - https://docs.google.com/presentation/d/16vBvXhUzkl-A2h0dwXLVkrW8aT_f6T58/edit#slide=id.p2
• see: https://docs.google.com/document/d/1ac3QqlUjg4i7OYfbBNrWlkqgTZQUCQgtYyo9nBf47Zo/edit</td><td>Setting
 </td><td>• Collaborative synchronous work in brick and mortar settings (delete if not applicable)
• Collaborative synchronous work online (delete if not applicable)
• Self-organized learning (delete if not applicable)</td></tr>
<tr><td>Experiences (if)</td><td colspan="3">There are several versions available as well the material itself for easy adaptation and translation, see https://elearningblog.tugraz.at/oer-canvas</td></tr>
<tr><td>Comments on variants and more</td><td colspan="3">Very clear and handy canva! (Anna Maria Kamińska, Wrocław Tech)</td></tr>
</table>

OER project canvas (by TU Graz)

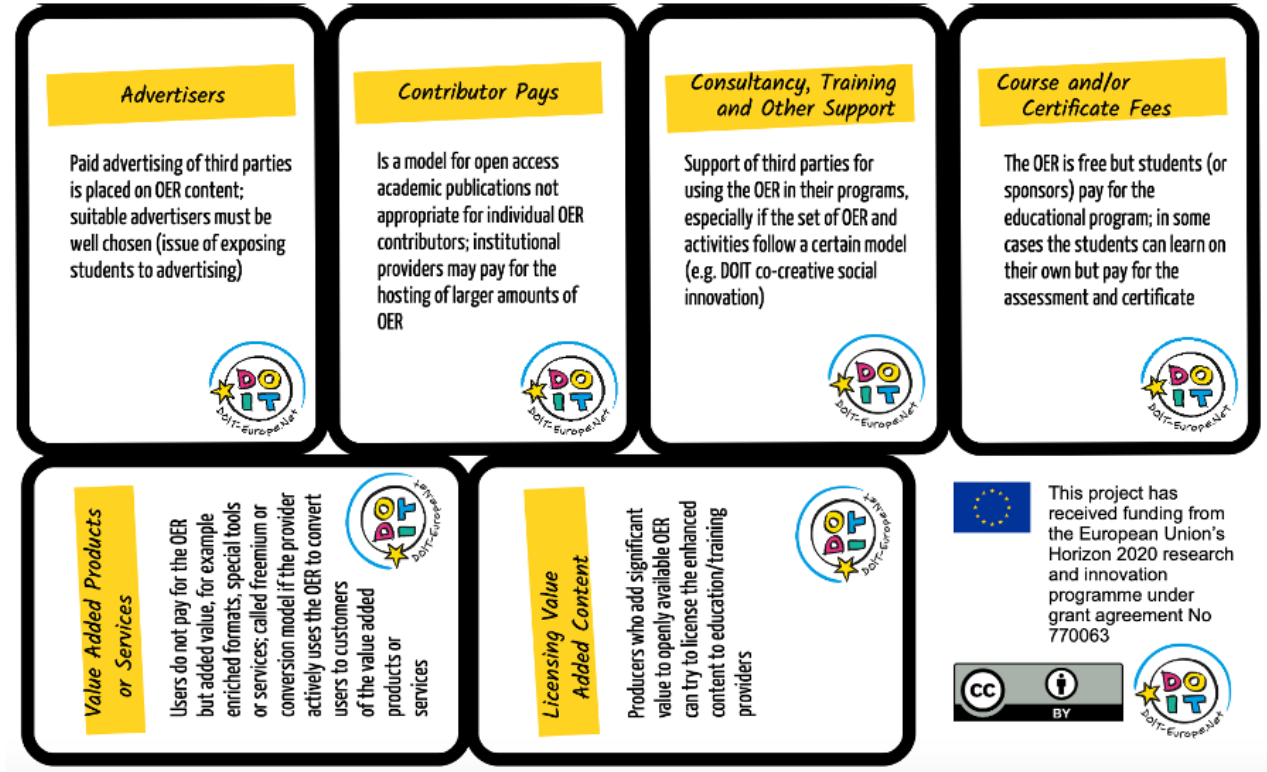
Sandra Schön, Martin Ebner und Anna Maria Kamińska

<table>
<tr><td>Screenshot/Illustration</td><td colspan="3">  </td></tr>
<tr><td>URL</td><td>see: https://education.okfn.org/handbooks/oer-canvas/index.html</td><td>License and Attribution</td><td>CC BY 4.0 Sandra Schön and Martin Ebner for OERinfo.de</td></tr>
<tr><td>Description</td><td colspan="3">A template to plan OER projects, available in several languages.</td></tr>
<tr><td>(Learning) Goals
 </td><td colspan="3">• Support OER project planning
• foster reflection considerations
• helps to organize the data and set the design for OER</td></tr>
<tr><td>How to use
 </td><td colspan="3">This template can be used to plan OER projects or can be used in OER trainings as well.</td></tr>
<tr><td>Language versions available
 </td><td>• OER-canvas_Arabic
• OER-canvas_Catalan
• OER-canvas_Dutch
• OER-canvas_English
• OER-canvas_Finnish
• OER-canvas_French</td><td>Setting
 </td><td>• Collaborative synchronous work in brick and mortar settings
• Collaborative synchronous work online
• Self-organized learning</td></tr>
</table>

	• OER-canvas_Galician • OER-canvas_German • OER-canvas_GREEK • OER-canvas_Italian • OER-canvas_Japanese • OER-Canvas_Maltese • OER-canvas_Montenegrin • OER-canvas_Nepali • OER-canvas_Portuguese • OER-canvas_Slovenian • OER-canvas_Spanish • OER-canvas Swedish		
Experiences (if)	Used in many workshops worldwide!		
Comments on variants and more	Very handy canva! (Anna Maria Kamińska, Wrocław Tech)		

OER business model cards

Sandra Schön

<table>
<tr><td>Screenshot/Illustration</td><td colspan="3"> 
</td></tr>
<tr><td>URL</td><td>https://sansch.wordpress.com/wp-content/uploads/2019/06/oer_bm_cards.pdf</td><td>License and Attribution</td><td>CC BY 4.0 DOIT-Europe.net project funded by the European Commission under grant agreement No 770063</td></tr>
<tr><td>Description</td><td colspan="3">A set of cards of existing OER business models, which are shortly described.</td></tr>
<tr><td>(Learning) Goals</td><td colspan="3">Consider different ideas or ideation on business models for future OER projects.</td></tr>
</table>

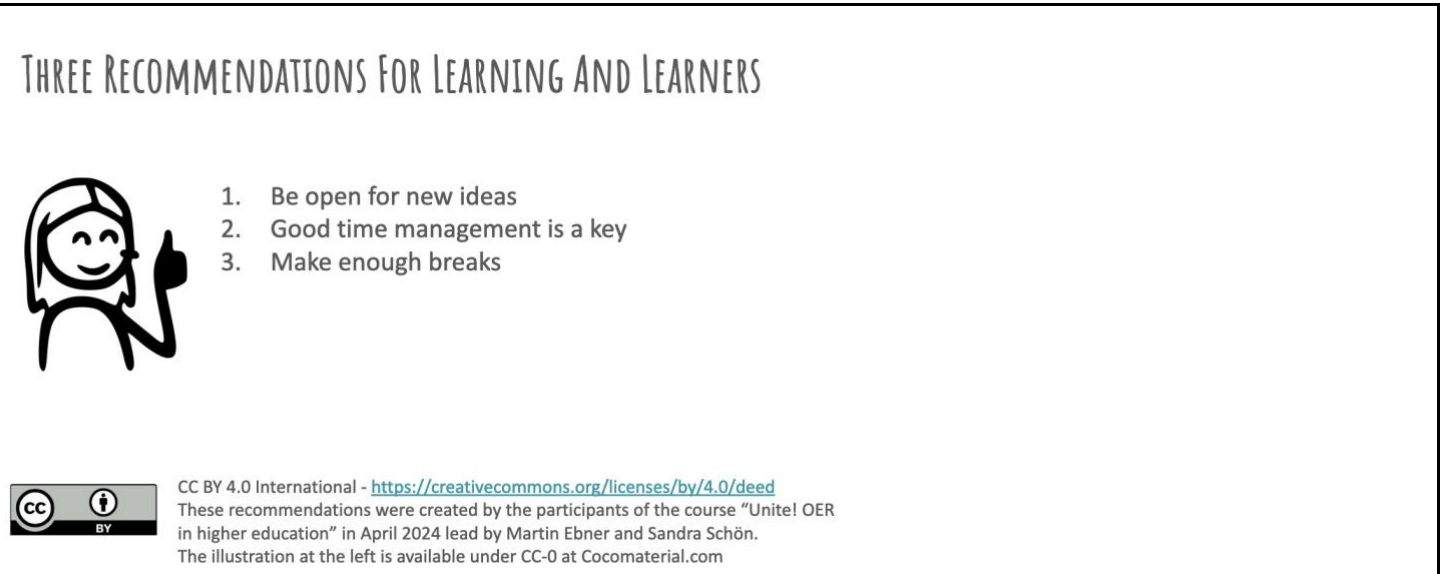
<table>
<tr><td> </td><td colspan="3"></td></tr>
<tr><td>How to use
 </td><td colspan="3">The cards are shuffled, and two cards are drawn and revealed. The group decides which business model is “easier” to think about. This card is then turned face down again. The discussion focuses on the challenging model, exploring how it could be implemented. After five minutes, the process is repeated. After three rounds, the group can summarize which ideas to pursue further or decide whether to continue with more rounds using the cards as prompts.

As a second step the Digital Business Model Canva can be used.</td></tr>
<tr><td>Language versions available
 </td><td>A German version was translated, but Sandra could not find it (anymore?).</td><td>Setting
 </td><td>• Collaborative synchronous work in brick and mortar settings</td></tr>
<tr><td>Experiences (if)</td><td colspan="3">It’s a little bit tricky for business model beginners.</td></tr>
<tr><td>Comments on variants and more</td><td colspan="3"></td></tr>
</table>

Producing/Publication of OER

The fastest OER production of the world

Sandra Schön

<table>
<tr><td>Screenshot/Illustration</td><td colspan="3"> 
</td></tr>
<tr><td>URL</td><td>https://docs.google.com/presentation/d/1L2a-n5_X4Lb-Nn2IMw1CO7JiTV53X_YbSlM97mRjoc0/edit?usp=sharing</td><td>License and Attribution</td><td>CC BY 4.0 International by Martin Ebner and Sandra Schön</td></tr>
<tr><td>Description</td><td colspan="3">• A quick way to produce and publish a first OER together</td></tr>
<tr><td>(Learning) Goals
 </td><td colspan="3">• Agreement on open license when working with a group
• Showing that OER publication is easy
• And it is not necessarily complicated …</td></tr>
</table>

<table>
<tr><td>How to use
 </td><td colspan="3">Task: We are creating a Mini-OER: 3 tips on the subject of OER

Step 1: What are our 3 tips? With the help of https://www.mindwendel.com/ an interactive collection can be created quickly: Enter a question, share the link in the video conference chat to solicit suggestions, and simultaneously request votes. (I assume the tool popped up for us because Nele Hirsch presented it. If not, she has introduced me to so many tools that her name cannot be mentioned enough 🙂)

Step 2: The prepared "framework" / design of the OER can be presented in parallel. We did this with Google Docs (https://docs.google.com/presentation/d/1ipsPcpEzPtlC12gCTGXx30_MzimPBgy1b93tLl8gB6M/edit?usp=sharing), but the tool doesn't matter.

Step 3: Agreement on chosen license and attribution As with any OER project, a brief discussion is held to ensure that the chosen license and attribution are acceptable to all participants – with the reminder that this is always necessary and should be done in writing for larger projects.

Step 4: Finalization of the OER The top 3 from the survey will be transferred, and a screenshot will be taken (which could also be an export).

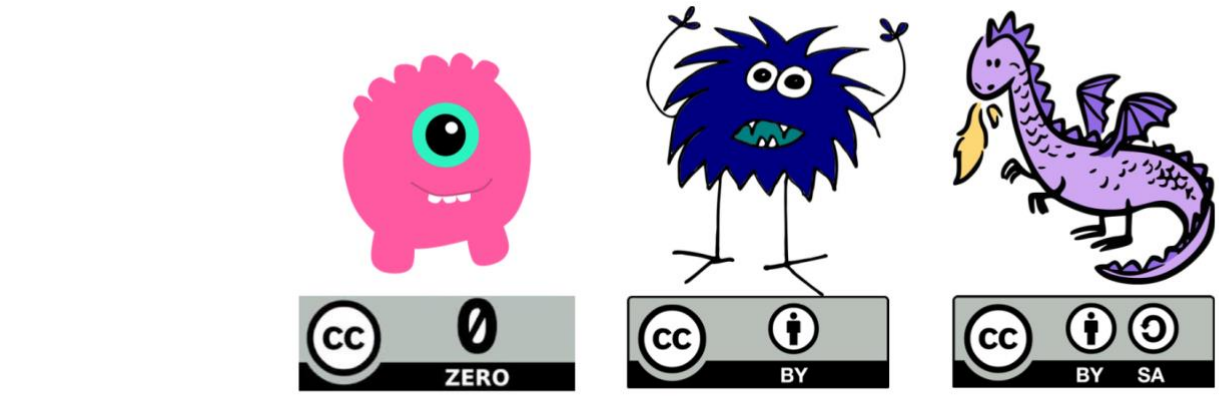
Step 5: Publication and Sharing Not "professional," but quick: The small OER will be shared on Twitter (visible on the shared screen of the instructors for everyone to follow), and the link will be shared in the course chat (https://twitter.com/sandra_schoen/status/1783493937635737995).

Voilà. Didn't hurt. Maybe not perfect, but another contribution to more OER and open education, and a small highlight and encouragement that OER production isn't sooo complicated after all.</td></tr>
<tr><td>Language versions available
 </td><td>• DE, AT: https://sansch.wordpress.com/2024/04/26/methode-schnellste-oer-erstellung-der-welt/</td><td>Setting
 </td><td>• Collaborative synchronous work in brick and mortar settings
• Collaborative synchronous work online</td></tr>
<tr><td>Experiences (if)</td><td colspan="3">Was used in several online workshops, worked fluently.</td></tr>
<tr><td>Comments on variants and more</td><td colspan="3"></td></tr>
</table>

Choosing the right license

Discussion: Which license for a project?

Sandra Schön

Screenshot/Illustration			
URL	(here)	**License and Attribution**	CC-0

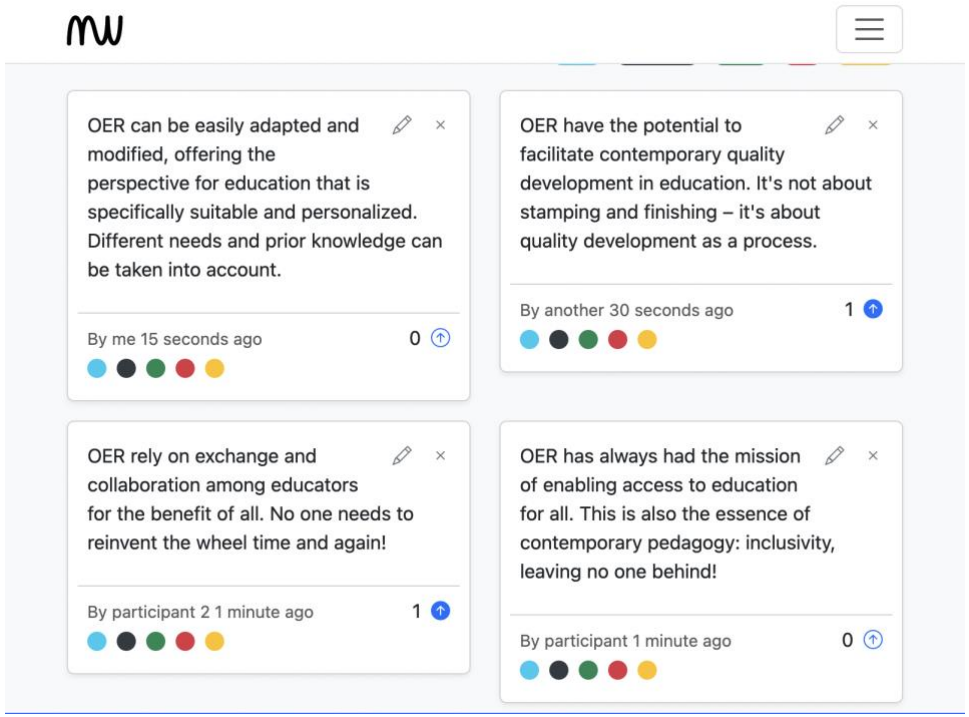
<table>
<tr><td>Description</td><td colspan="3">• A simple question as a prompt for a group discussion about open licenses</td></tr>
<tr><td>(Learning) Goals
 </td><td colspan="3">• finding arguments for and against all three open licenses</td></tr>
<tr><td>How to use
 </td><td colspan="3">This is a starting point to collect pros and cons of all three open licenses

Questions you can additionally ask:
• Will you use existing materials (e.g. Wikimedia, CC BY-SA)?
• WIll you have your (project) name visible/attributed?
• Should it “just be used” often and free?
• Should variations be again OER?</td></tr>
<tr><td>Language versions available
</td><td>• not provided yet</td><td>Setting
 </td><td>• Collaborative synchronous work in brick and mortar settings
• Collaborative synchronous work online</td></tr>
<tr><td>Experiences (if)</td><td colspan="3">Was successfully used several times. Simple impulse, but effective. Especially if used within a “second” workshop on the topic.</td></tr>
<tr><td>Comments on variants and more</td><td colspan="3"></td></tr>
</table>

Arguments for OER

Finding, rating and discussion on good arguments

Sandra Schön

Screenshot/Illustration			
URL	Only here	**License and Attribution**	Idea was developed by Birgit Aschemann and Sandra Schön in an OER course for adult education in 2024
Description	• An interactive exercise to collect, rate and discuss arguments on OER		

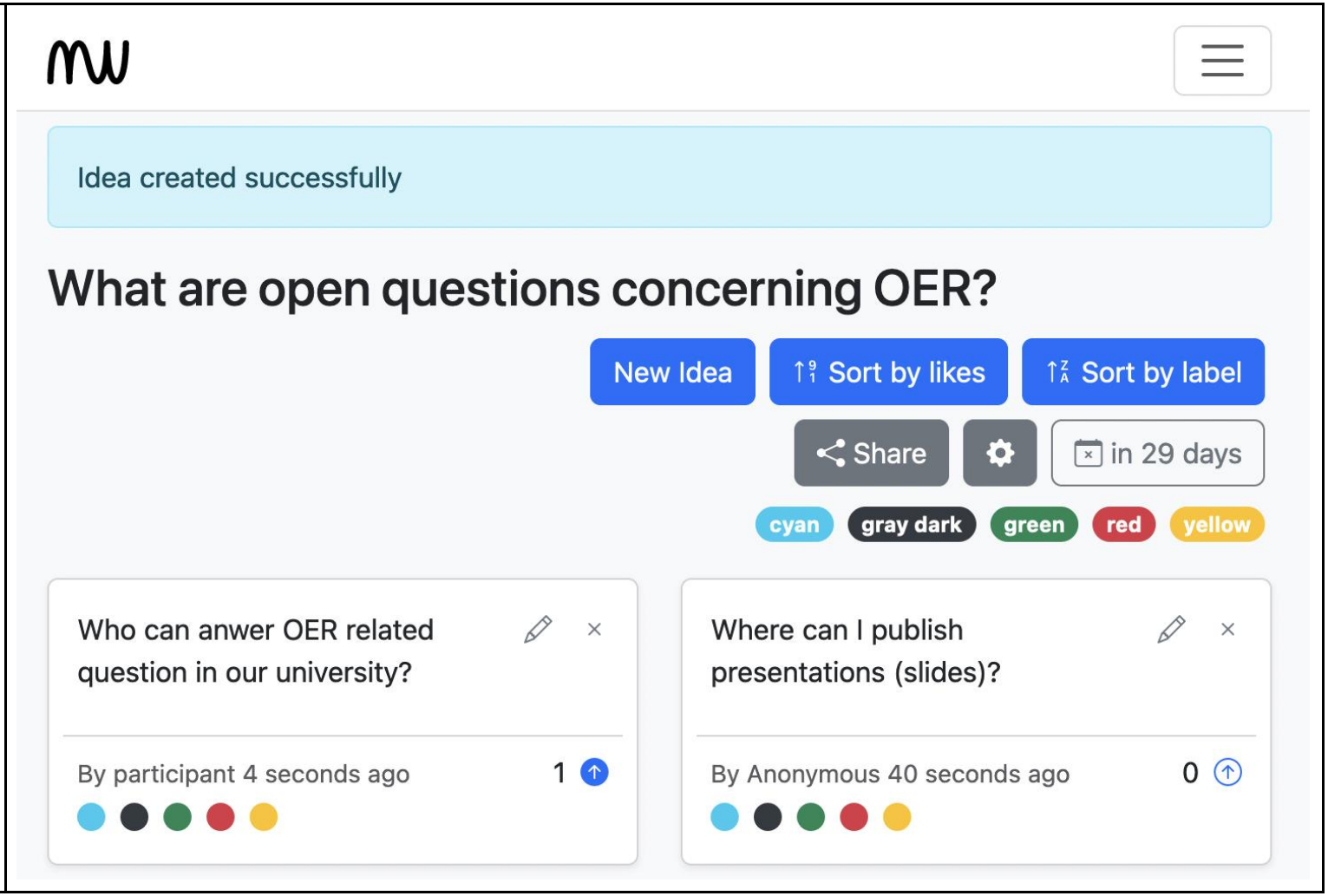
(Learning) Goals	● Finding (good) arguments for OER ● Different perspective on good arguments ● Reflect about OER
How to use	Ask all participants to write down arguments for OER (single argument for each entry) Please ask all to rate in parallel if they agree. Discuss: What are good arguments and which are important for the group? Why? Variant: You can use the following arguments (CC-0, provided originally by Nele Hirsch and ChatGPT) as potential input: ● OER has always had the mission of enabling access to education for all. This is also the essence of contemporary pedagogy: inclusivity, leaving no one behind! ● OER rely on exchange and collaboration among educators for the benefit of all. No one needs to reinvent the wheel time and again! ● OER have the potential to facilitate contemporary quality development in education. It's not about stamping and finishing – it's about quality development as a process. ● OER can be easily adapted and modified, offering the perspective for education that is specifically suitable and personalized. Different needs and prior knowledge can be taken into account. ● Through easy modification, OER materials can not only be kept up-to-date but also provide the opportunity to integrate new topics and aspects that have not yet been addressed by traditional educational materials into teaching. An example is the field of global learning. ● OER have the potential not only to make materials more open but also to make education as a whole more open. With so-called Open Educational Practices (OEP), one can build upon constructivist learning theories; multiperspectivity, collaborative learning, and an active role of learners in the learning process. ● OER have a broader reach since they are freely available and not restricted by paid access barriers. This allows them to reach a wider audience and make education accessible to people in different regions and with varying financial backgrounds. ● OER are excellent for collaborations and joint projects as they provide a clear and transparent agreement for the use and exploitation of shared works. This fosters collaboration among different educators, institutions, and educational experts who can collaboratively create and improve high-quality educational content. ● Knowledge about OER can serve as a competitive advantage. Institutions and organizations actively engaging with OER and utilizing them can showcase their innovation and commitment to open education. This can help attract talent, foster partnerships, and establish a positive reputation as leaders in the education sector.

Language versions available 	• not yet	**Setting** 	• Collaborative synchronous work in brick and mortar settings • Collaborative synchronous work online
Experiences (if)	This workshop idea was developed together with Birgit Aschemann for a Conedu Workshop on OER in 2024.		
Comments on variants and more			

Open Questions on OER

Collecting open questions with Mindwendel

Sandra Schön

Screenshot/Illustration	

<table>
<tr><td></td><td colspan="3"></td></tr>
<tr><td>URL</td><td>described here</td><td>License and Attribution</td><td>(here)</td></tr>
<tr><td>Description</td><td colspan="3">Using a tool to collect and sort question
GDPR conform</td></tr>
<tr><td>(Learning) Goals
 </td><td colspan="3">Reflect on open questions
Getting insights into unclear topics</td></tr>
<tr><td>How to use
 </td><td colspan="3">Ask to add open questions concerning OER using https://www.mindwendel.com/</td></tr>
<tr><td>Language versions available
 </td><td>Mindwendel is available in German as well: https://idea.kits.blog/</td><td>Setting
 </td><td>Collaborative synchronous work in brick and mortar settings
Collaborative synchronous work online</td></tr>
<tr><td>Experiences (if)</td><td colspan="3">This workshop idea was developed together with Birgit Aschemann for a Conedu Workshop on OER in 2024.</td></tr>
<tr><td>Comments on variants and more</td><td colspan="3"></td></tr>
</table>