11th International Week
3rd ATHENA International Week

KÄRNTEN
University of Applied Sciences

The Role and Potential of Open Educational Resources (OER) in Higher Education Institutions (HEI)

Concept and Insights from an Integrative Approach at CUAS

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Carinthia University of Applied Sciences in Austria, CUAS (fh-kaernten.at)

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Outline

Introduction

- What are the key aspects of Open Educational Resources (OER) and what role do open licenses (e.g. Creative Commons) play?
- To what extent can OER transform (access to) education?
- Concept and Insights from an Integrative OER-Approach@CUAS

Let's reflect

Discussion

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Open Access

Open Source

Open Content

Open Data

Open Science

Open Education

OPEN...?!

Open Badges

Open Pedagogy

Open Assessment

Open Educational Practices

Open Educational Resources

Open Educational Resources (OER) and their perception

Ceated with Microsoft Copilote and Vidnoz

With which statement do you agree the most?

OER Statements I (office.com)

Anna

Educator

Ben

Student

David

Publishing Manager

Nicole

Education Policy Maker

Mateo

University Lecturer

https://forms.office.com/e/1sheX6P9P5

With which statement do you agree the most?

	Anna Educator	**Ben** Student	**David** Publishing Manager	**Nicole** Education Policy Maker	**Mateo** University Lecturer
+ OER	Freely share and disseminate knowledge =**foundation of research and education**	**Money saving**, access to resources from all over the world expand the learning horizon		**Key to educational equity**, access to high-quality educational materials for people of all income levels	**Broader and free access** to educational materials
- OER	**Quality assurance**		Long-term effects on the publishing industry, balance between free access to education and the sustainability of content production	Authors of these materials have to be **fairly compensated**	Quality, **financial incentives** for content creation, devalue traditional publishers and authors

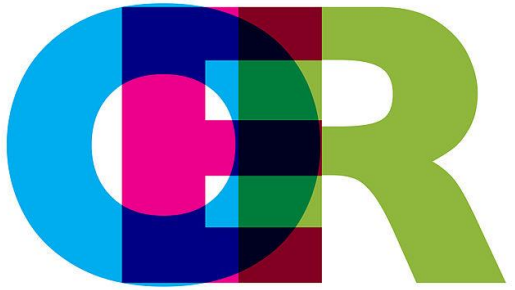
Open Educational Resources, Ron Mader, CC BY 2.0, Open Educational Resources | Source: UNESCO, www.unesco.org/… | Flickr

What are the key aspects of Open Educational Resources (OER) and what role do open licenses (e.g. Creative Commons) play in this?

What are OER?

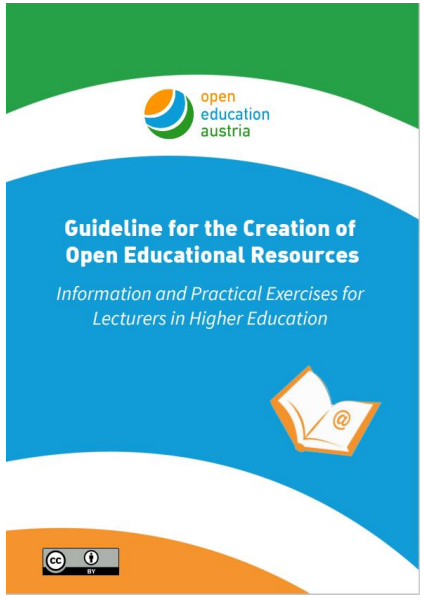
Open Educational Resources (OER) are
learning, teaching and research materials
in any format and medium ①
that reside in the public domain or are under copyright that have been released under an open license, ②
that permit no-cost access, re-use, re-purpose, adaptation and redistribution by others. ③

Recommendation on Open Educational Resources (OER), UNESCO 2019



Logo for OER Conference September 2013, Markus Büsges, leomaria, CC BY-SA 3.0, File:OER-Logo.jpg - Wikimedia Commons

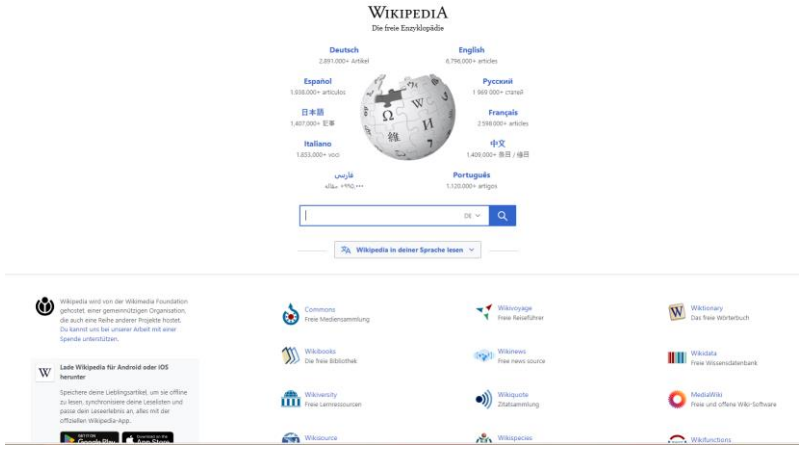
① Variety of OER



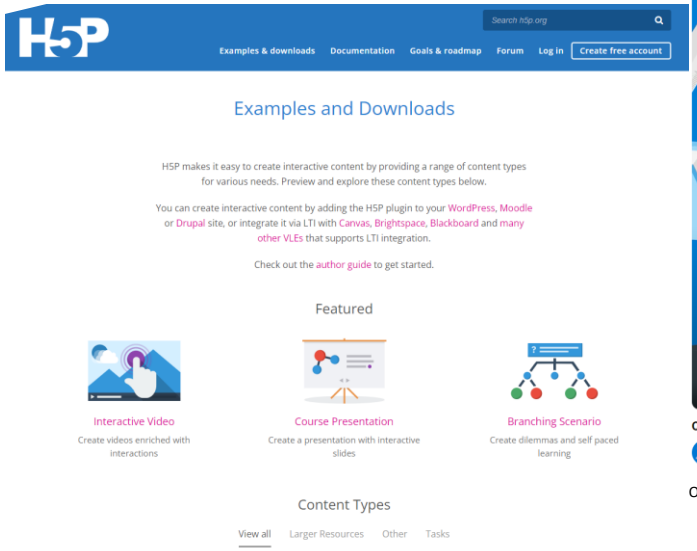
Guideline for the Creation of Open Educational Resources, Claudia Zimmermann, CC BY 4.0, Open Education Austria.

CC0

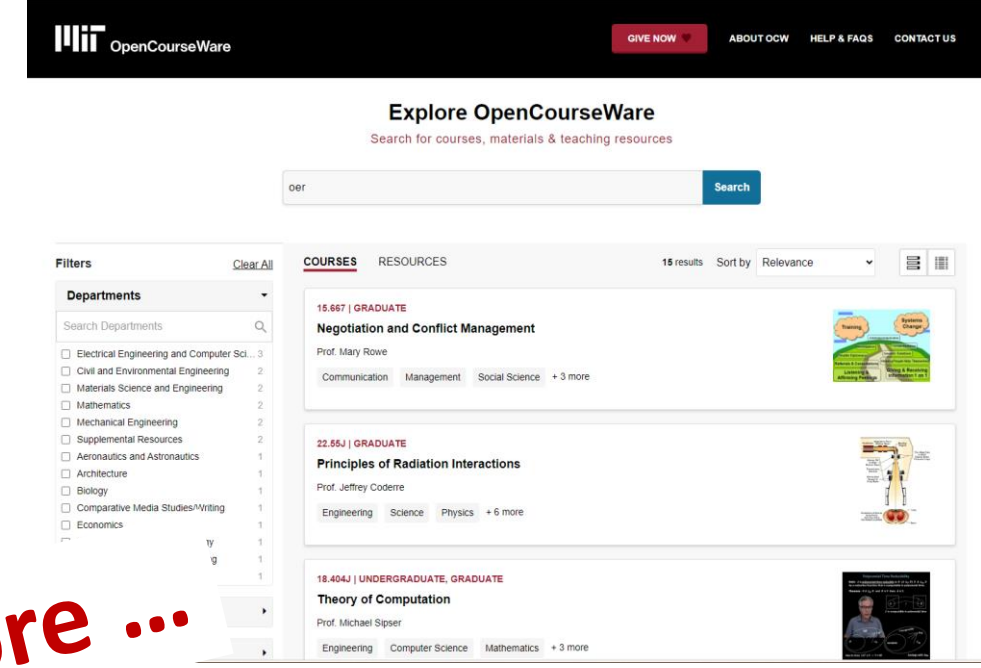
OER_Logo,



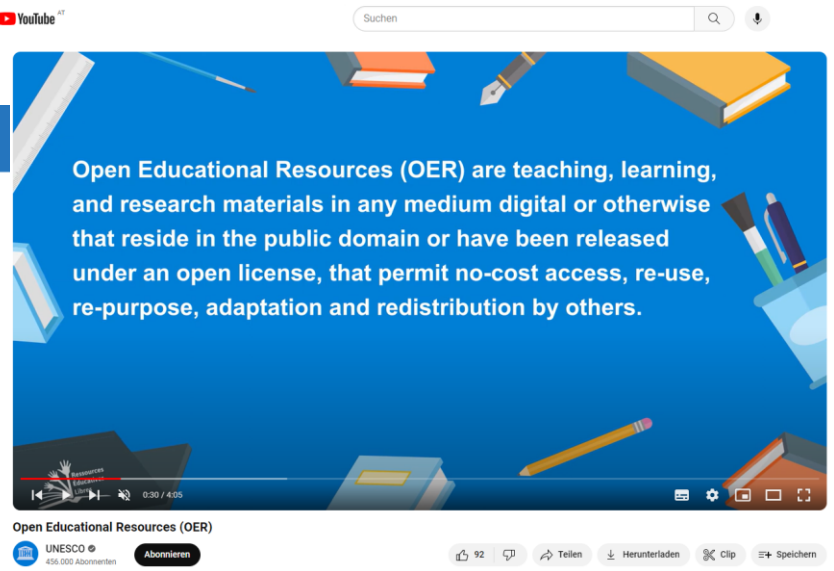
Wikipedia, Wikimedia Foundation, CC BY-SA 4.0 DEED, Wikipedia



H5P, CC BY 4.0 DEED, Licensing | H5P



…ware, MIT, CC BY-NC-SA 4.0 DEED, MIT OpenCourseWare | Free Online Course Materials

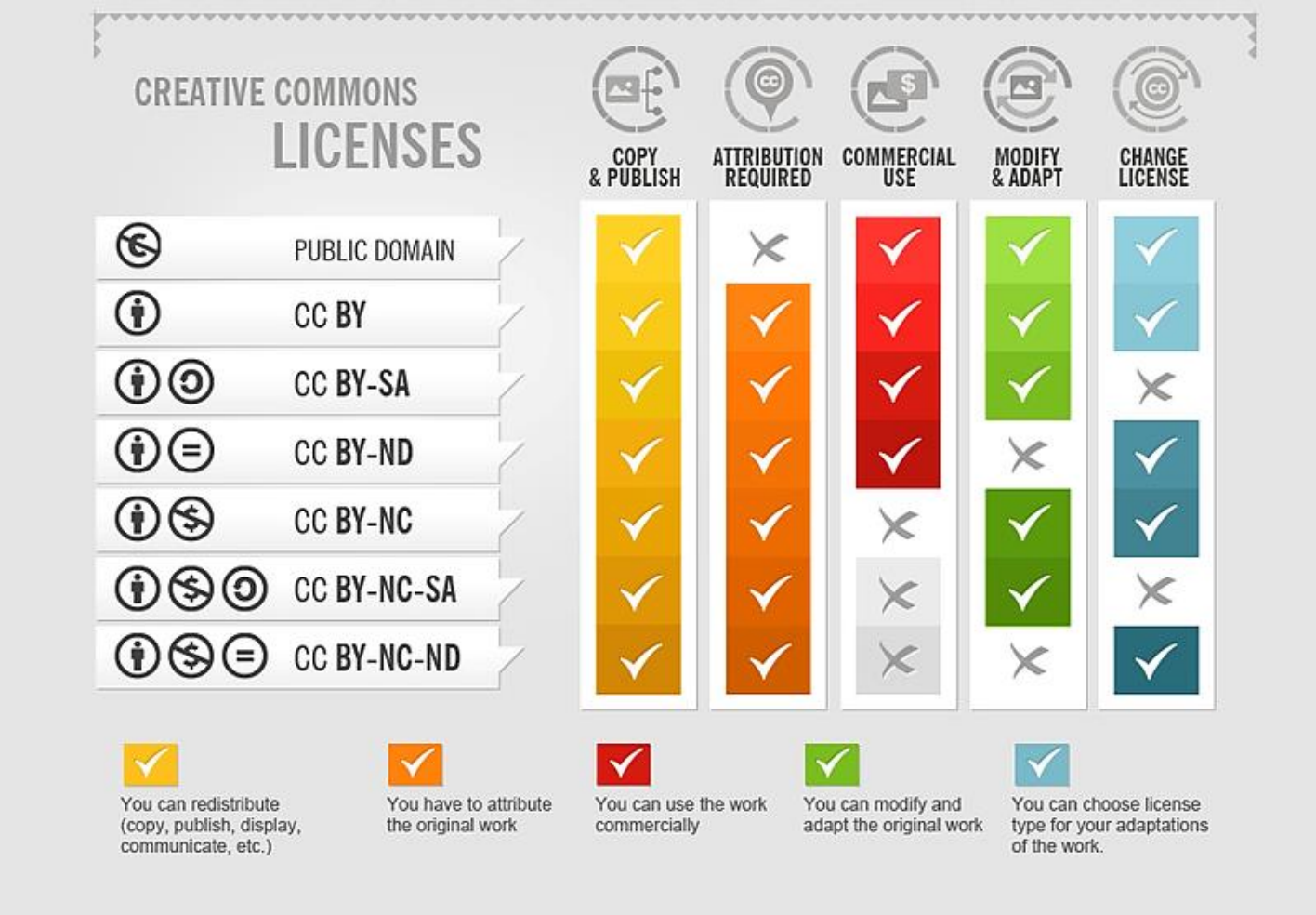


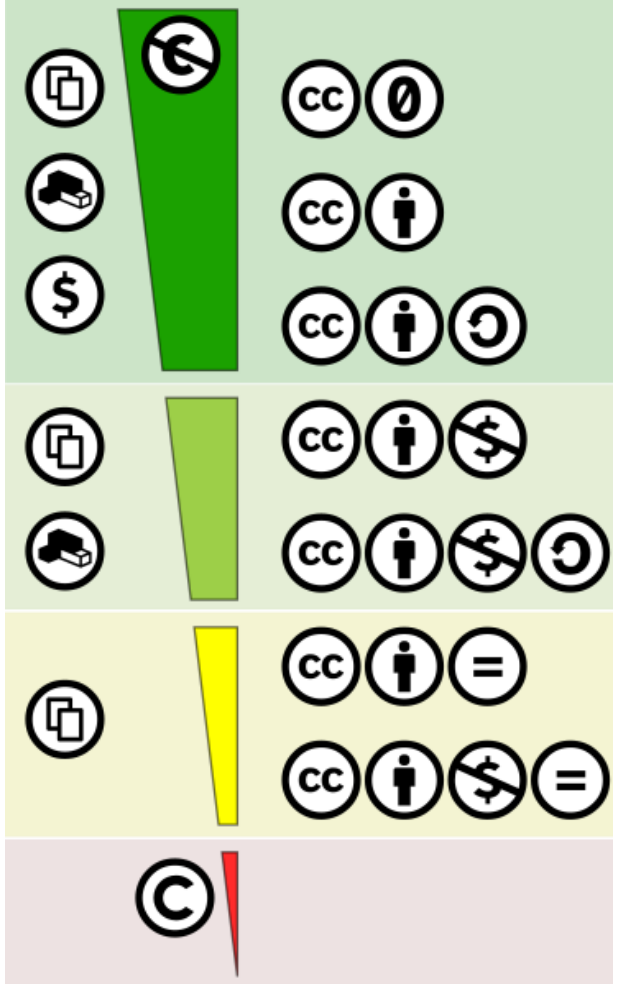
Open Educational Resources (OER), UNESCO, CC BY SA, Youtube

… and many many more …

WWW.FH-KAERNTEN.AT

② Creative Commons & CC Licences





CC License Requirements, Foter, CC BY-SA 3.0, File:CC License Requirements.png - Wikimedia Commons

Creative commons license spectrum, Shaddi, CC BY 4.0, Creative commons license spectrum - File:Creative commons license spectrum.svg - Wikimedia Commons

③ 5R activities / permissions

Retain – the right to make, own, and control copies of the content

Reuse – the right to use the content in a wide range of ways

Revise – the right to adapt, adjust, modify, or alter the content itself

Remix – the right to combine the original or revised content with other material to create something new

Redistribute – the right to share copies of the original content, your revisions, or your remixes with others

What are OER?

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in any format and medium
that reside in the public domain or are under copyright that have been released under an open license,
that permit no-cost access, re-use, re-purpose, adaptation and redistribution by others.

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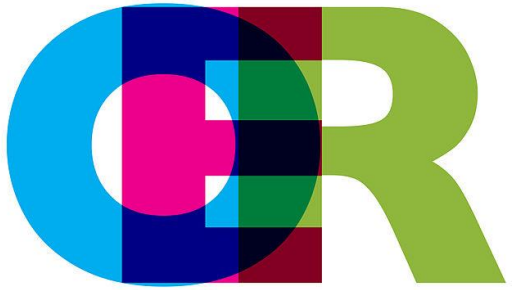
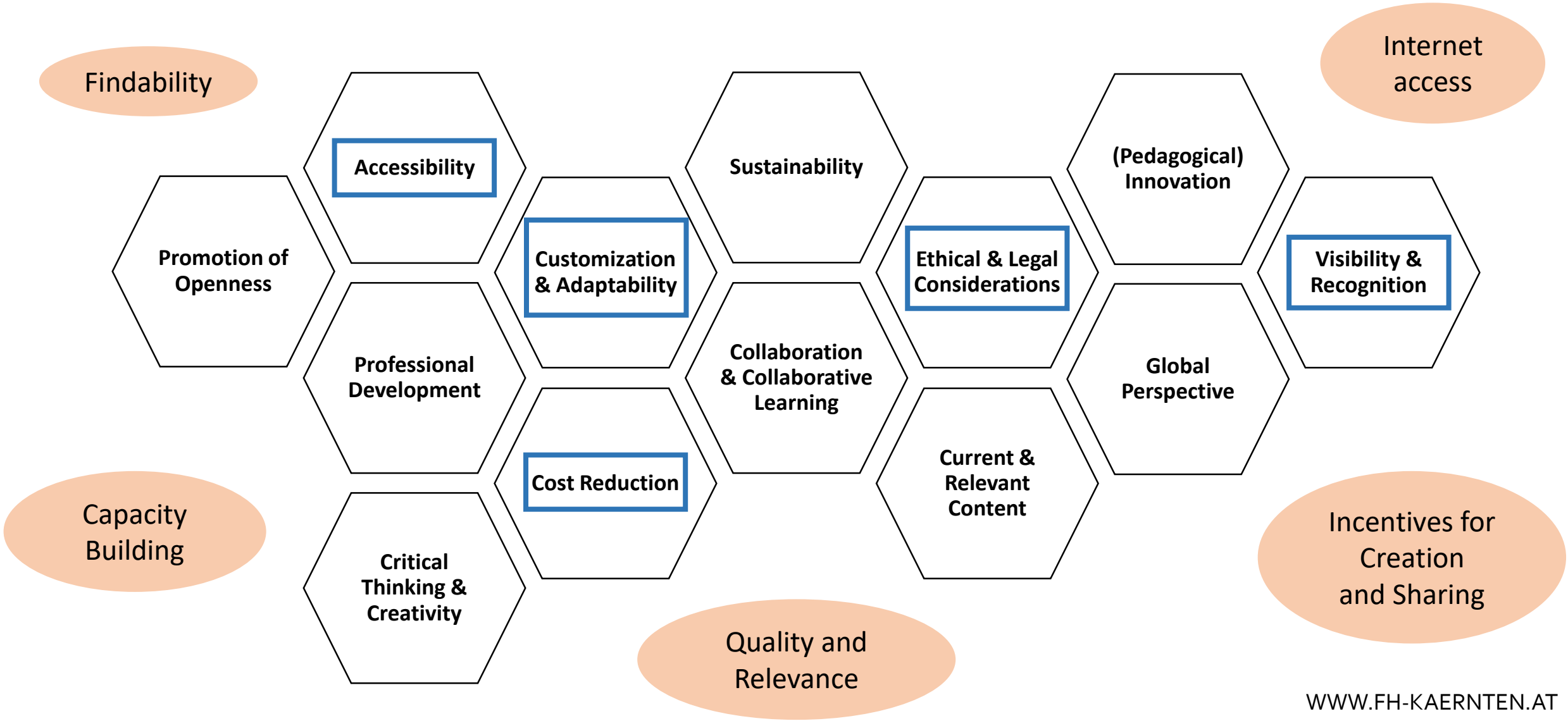


Logo for OER Conference September 2013, Markus Büsges, leomaria, CC BY-SA 3.0, File:OER-Logo.jpg - Wikimedia Commons

To what extent can OER transform (access to) education?

KÄRNTEN University of Applied Sciences

Role and Potential of OER in HEIs



Concept and Insights from an Integrative OER Approach @ CUAS

Austrian Framework

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.

oer-zertifikat.at/oer/en/home

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.

Criteria for Austrian OER Certification

OER Certificate for HEI

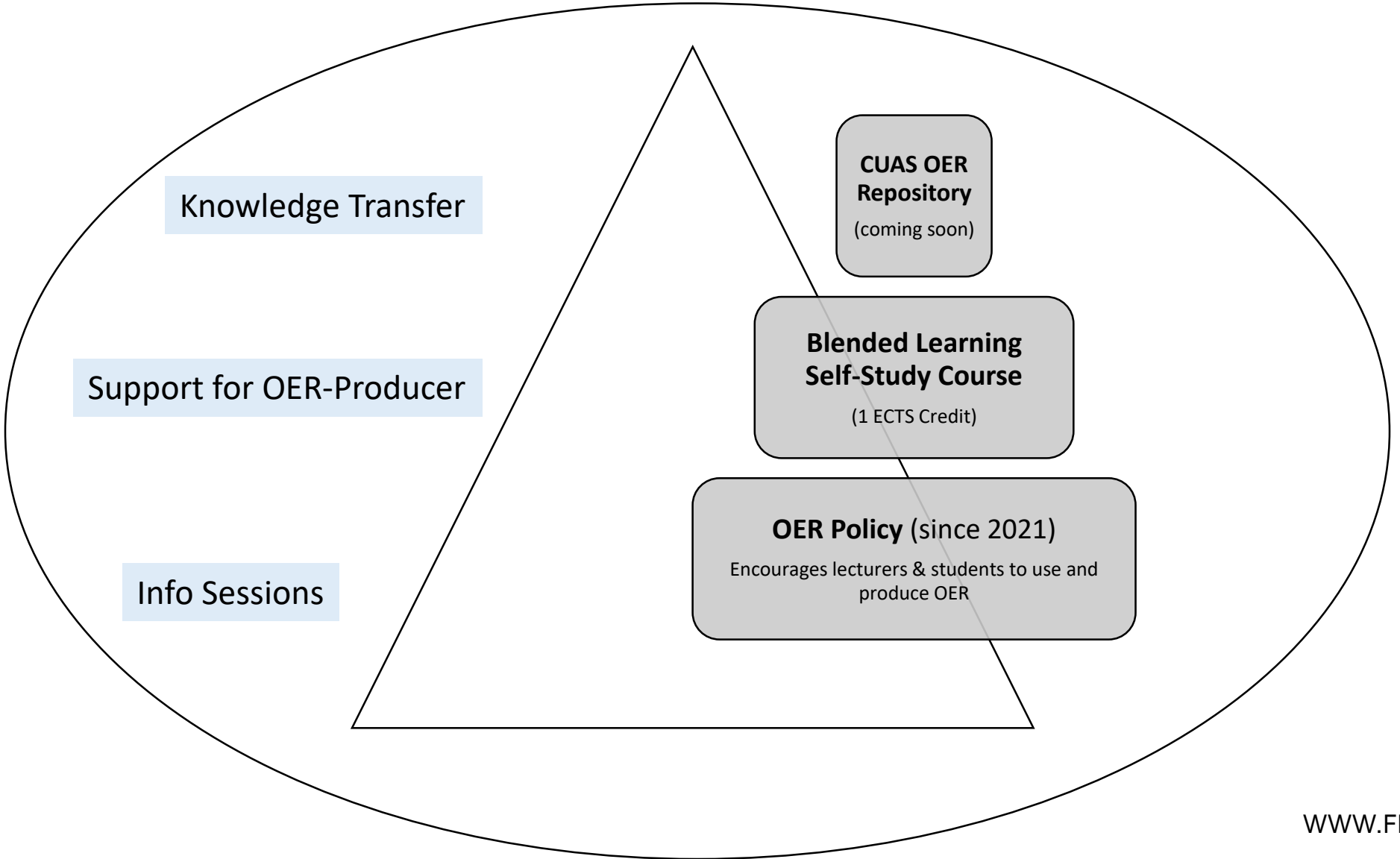
- The HEI has a corresponding OER further education offer and publicly / strategically commits to OER (OER policy)
- A certain number of staff with OER certification (5 to 40, depending on the number of students)
- Own OER repository or joint solution

OER Certification of HEI Staff

- Participation in continuing education on OER (1 Credit within the European Credit Transfer System)
- 3 OER published

Schön, S., Ebner, M., Berger, E., Brandhofer, G., Edelsbrunner, S., Gröblinger, O., Hackl, C., Jadin, T., Kopp, M., Neuböck, K., Proinger, J., Schmölz, A., & Steinbacher, H.-P. (2023). Development of an Austrian OER Certification for Higher Education Institutions and Their Employees. In D. Otto, G. Scharnberg, M. Kerres, & O. Zawacki-Richter (Eds.), *Distributed Learning Ecosystems* (pp. 161–182). Springer Fachmedien Wiesbaden, p. 168. Development of an Austrian OER Certification for Higher Education Institutions and Their Employees (oeibf.at)

The CUAS Approach



OER Policy

1. About open educational resources (OER)
2. The position of the Carinthia University of Applied Sciences (CUAS) on Open Educational Resources (OER)
3. Instructions: Creation of Open Educational Resources
4. Support services for users and creators

Open Educational Resources Policy of the Carinthia University of Applied Sciences

1. About open educational resources (OER)

Open Educational Resources (OER) make a significant contribution to improving the quality of studying and teaching by allowing students and teachers to have unrestricted access to freely available materials which they can use under clear legal conditions, thus expanding the pool of educational resources and allowing teachers to actively contribute by creating open educational resources themselves.

This policy:

- Describes the position of the Carinthia University of Applied Sciences in the field of Open Educational Resources.
- Provides instructions for the creation of Open Educational Resources.
- Refers to specific support services for users and creators of open educational resources.

Open Educational Resources are teaching/learning materials that are freely accessible with the help of an appropriate licensing system. Depending on the license selected by the creator, OER can be reproduced, used, modified, combined, and/or distributed without having to obtain permission from the creator. OER can take many different forms and are not limited to digital formats. Possible forms of OER include: images, texts, presentations, worksheets, test tasks, scripts, books, videos, music, and entire online courses.

The Carinthia University of Applied Sciences views Open Educational Resources as an important part of improving the quality of its curriculum. Open Educational Resources:

- enable free access to education
- promote the use and exchange of teaching/learning materials
- expand the didactic possibilities
- support the development of skills (among teachers and students)
- increase the visibility of teaching performance
- are in line with current research
- are readily available online
- can be flexibly adapted and reused
- allow clear (subsequent) use under copyright law

2. The position of the Carinthia University of Applied Sciences (CUAS) on Open Educational Resources (OER)

1. The Carinthia University of Applied Sciences recommends that its staff and students use, create and publish OER that are relevant to academic teaching and meet academic standards.
2. The Carinthia University of Applied Sciences supports its staff and students in the use, creation, and publication of OER in the form of consulting services, qualification measures (including the OER certification Moodle course), and the provision of information materials.
3. When using, creating, and publishing OER, staff and students are responsible for observing the legal framework and complying with the terms of use associated with the respective licenses.
4. The use, creation, and publication of OER are always carried out with respect for the reputation and values of the Carinthia University of Applied Sciences.
5. Employees of the Carinthia University of Applied Sciences are generally permitted to use, create, and publish OER. In justified cases, heads of degree programs may restrict the use, creation, and publication of OER.
6. If an OER is not compatible with this policy or with other guidelines of the Carinthia University of Applied Sciences, the Carinthia University of Applied Sciences reserves the right to delete the OER or to request their deletion from external repositories.

3. Instructions: Creation of Open Educational Resources

1. Faculty, staff and students are recommended to license created OER using a Creative Commons license. UNESCO1 expressly recommends that OER materials are made available openly (i.e., accessible and developable for everyone as CC BY or CC BY SA license). Other licenses should only be used if necessary due to the inclusion of appropriately licensed third-party materials.
2. The licensing of OER should include the following components: Naming the license incl. version and naming the authorship. Example: CC BY 4.0 *author*.
3. Videos declared as OER should be made public via YouTube under a CC BY 4.0 license. The Carinthia University of Applied Sciences is currently developing appropriate recommendations and strategies for the long-term storage and availability of OER in its own or external repositories and applications in consultation with the Austria-wide OER initiative.
4. Other digital OER should be published by staff or students in suitable repositories operated by third parties and/or on publicly accessible websites until the Carinthia University of Applied Sciences has its own OER repository.
5. It is recommended to add metadata to OER when publishing.
6. OER creators are advised to collect as much data as possible on the use of their OER.

4. Support services for users and creators

The Carinthia University of Applied Sciences offers the following support services to staff and students who wish to use, create, and/or publish OER:

- an OER qualification course of 25 hours, held partly in person and partly online, which is offered at least once a year and which can be taken free of charge by faculty, staff and students (subject to availability) (link to the corresponding Moodle course);
- Individual OER consultations for faculty and staff offered by the Didactics Center;
- Electronic and printed information material on the use, creation, and publication of OER.

Interested employees should contact the Didactics Center (didaktikzentrum@fh-kaernten.at).

This Open Educational Resources Policy is based on an adaptation of the Open Educational Resources Policy of the University of Edinburgh, the German-language adaptation of the policy of the University of Graz and the concept "OER Certification at Austrian Universities" of the working group "Open Educational Resources" of the association Forum Neue Medien in der Lehre Austria.

4.0 Carinthia University of Applied Sciences

Blended Learning Self-Study Course

Learning objectives:

a. I can name and differentiate open licenses and their requirements.

b. I can find openly licensed educational resources.

c. I can create, revise and compile OER.

d. I can publish OER and make them available to everyone.

MOOC „Using and creating OER“

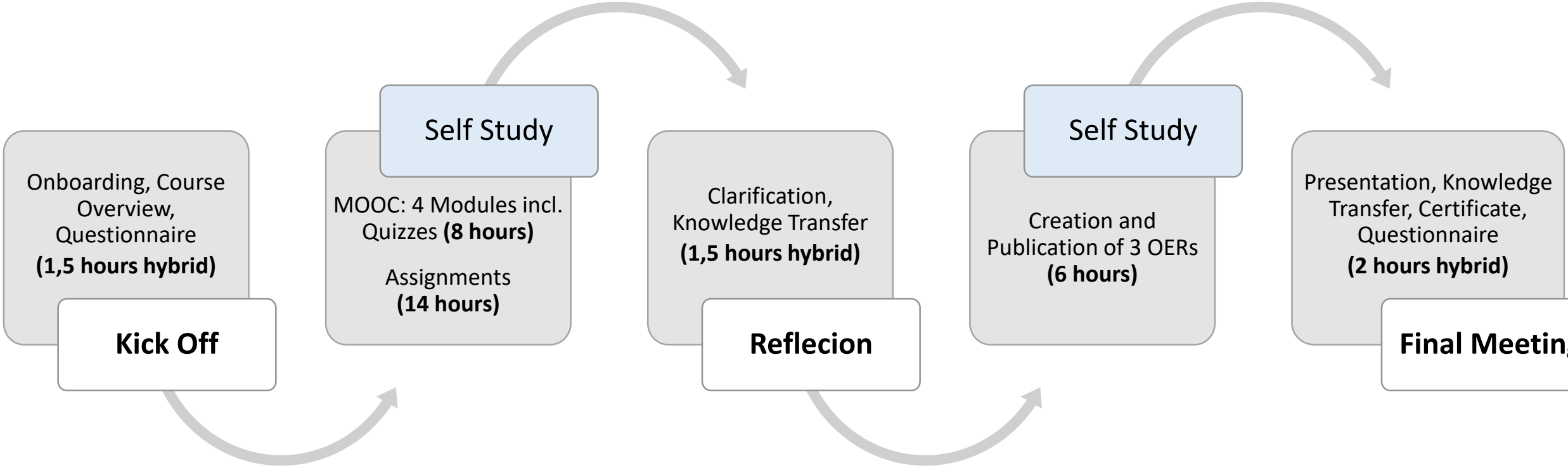
3 synchronous hybrid events

Blended Learning Self-Study Course OER (1 ECTS Credit)

3 published work related OERs

5 assignments with feedback

Training details



How do the assignments look like?

TASK 1
Define in your own words the term “free educational resources” and explain the characteristics of OER! What adv… do you see in their … d … dis… …ake a lo… …rces cou… …hich license … …al? Justify your choice! What are your thoughts on … could you use OER in the future in you… activities at the FH Carinthia? What ca… away for your daily work?

Reflection

TASK 2
Which portals are particularly suitable for searching for (teaching) materials in your field / f… …ich portals are less suitable for your … …ut this.
Then search fo… …e professionally as free educat… …ht documents (worksheets, ph… …). Implement the TULLU rule by c… …nformation of these materials, collecting them in a document, and uploading it here.
Tip: For this task, it is h… sensible to you in yo…

Search

TASK 3
Create a (teaching) m… …sists of different OERs. This c… …t a (PowerPo… …much more. Co… …h eac… other and… complete do… …license fo… your resource.
Remember that “real” OERs are only works with the CC …

Apply

TASK 4
Take the C… …your activity and plan it using the … …challenges do you see in your personal … …eal with these challenges?

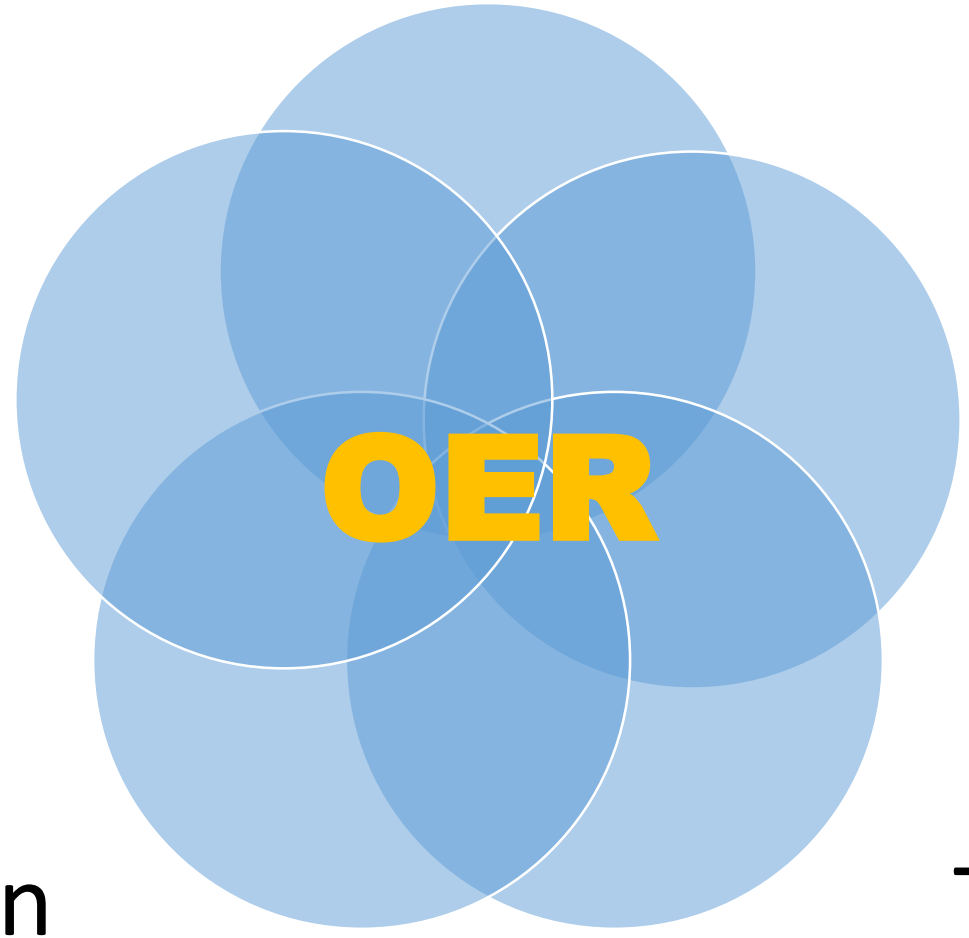
Plan

TASK 5
Create and publish at least three of your own OERs (Open Educational Resources) with a concrete reference to your activity and compile the links to your materials in … …you should then upload be… Check … featur… Implen… …of the correct pla… …ble and close to the materia… …an open license (CC BY or CC BY SA) Publication in the most editable (and preferably freely usable) format(s)
Ensure correct spelling, grammar, structure, and accessibility!

Produce

Access

Law



Didactics

Organization

Technology

Learnings from CUAS

(Understanding of)
OER takes & needs time

1

OER exist (already)
in the institutions

2

How to…?
From users to producers

3

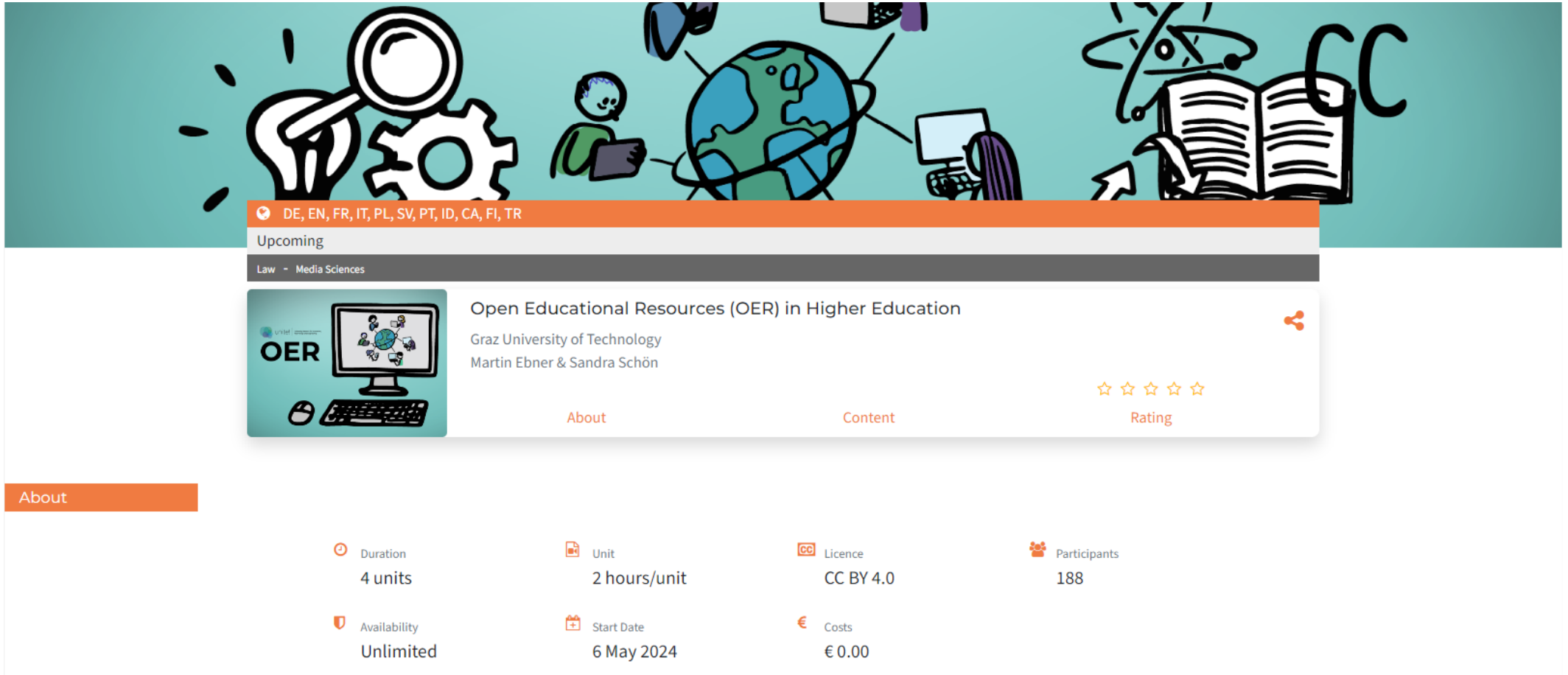
Any questions on that?

Some (future) scenarios for OER?!

Created using Copilot in Edge

- **Global Education Networks:**
  OER are promoted through global partnerships between educational institutions.
- **Artificial Intelligence in Teaching:**
  AI systems utilize OER to create personalized learning paths for students.
- **Virtual Reality in the Classroom:**
  OER are combined with VR technologies to create immersive learning experiences.
- **Sustainable Educational Resources:**
  Aligned with the United Nations' sustainable development goals, OER are designed to promote sustainable practices.

MOOC: Open Educational Resources (OER) in Higher Education



Open Educational Resources (OER) in Higher Education | iMooX

Contact Information

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Carmen Oman's Bling Card