Case study on how the critical success factors work in practice

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Digital Education for Crisis Situations: Times when there is no alternative (DECriS

DECriS project (Digital Education for Crisis Situations: Times When There is no Alternative) which was accepted within the Erasmus+ Call launched in September 2020 supporting digital education readiness and creative skills.

Erasmus+ Project DECriS (http://decris.ffos.hr/, Project Number: 2020-1-HR01-KA226-HE-094685) started on 1st of March 2021 and will run for a duration of two years.

Digital Education (DE) has the potential to provide better teaching and learning opportunities, especially in regard to the unpredictable circumstances such as COVID-19, which revealed that many higher education institutions (HEIs) faced problems of technical, socio-psychological and didactic nature. The DECriS project aimed at producing 6 Intellectual Outputs (IOs), organize 4 Multiplier Events (MEs), 2 Summer Schools in the form of blended learning as an 'hybrid' arena for exchange of experience and knowledge transfer, and to design and produce 2 tutorials which will equip teachers with new skills required in the production, reutilization, and use of DE. The project' target groups are students/teachers at partner HEIs and European HEIs that offer programs in Library and Information Science (L)IS, which will be approached widely in regard to the use of Open Educational Resources (OERs) and ways for promoting, enriching and improving of DE for crisis situations, and beyond.

Consortium: University of Osijek, Croatia (Coordinator); University of Barcelona, Spain; University of Hildesheim, Germany; University of Library Studies and Information Technologies, Bulgaria, and University of Zagreb Computer Centre, Croatia and four associate partners.

1. Executive Summary

This research forms part of the Erasmus+ project *Digital Education for Crisis Situations: Times when there is no alternative (DECriS,* (http://decris.ffos.hr/)*)*. The project is focused on innovative digital practices implemented in Higher Education Institutions (HEI) in the field of Library and Information Science (LIS), and their relationship with digital education (DE), in general, and the adoption of Open Education Resources (OER) in any learning situation, but with a special emphasis on crisis situations such as the COVID-19.

DECriS IO4 Report. The present report, titled '**Case study on how the critical success factors work in practice'**, belongs to the Project's Intellectual Output 4. The main goal of IO4 is to map the success factors developed in IO3 to the practices at partners' HEIs. This should lead to a better understanding of the relation between the success factors and the implementation and use of digital learning resources, OERs in particular, in separate settings.

Research Methodology. A mixed methodology approach was used including a student survey, document analysis and Delphi study with international experts in creating OER.

Results. The results provide first an insight into students' perception of OER and the developed success factors. These show that students are motivated to use OER and would prefer a more intense use of OER in teaching. Second, the document analysis showed that the developed success factors are useful and the DECriS Methodological Framework for evaluation of OERs works for its intended purpose to evaluate OER. The documents collected provide each a case study on how the success factors work in practice. In general, the reported OER received high ratings for their quality. Third, the Delphi study showed a generally positive feedback by international experts for the developed success factors. It was perceived as comprehensive and enabler for new perspectives. The results also showed the need to provide a definition for OER, short explanations for all success factors and some reformulations and regroupings of success factors. Moreover, students and experts showed differences regarding the importance of success factors for the evaluation of OER, demonstrating the need for different OER evaluation frameworks. Based on these results, the success factors were updated, leading to the final version of the success factors as presented in the end of this report.

2. Output title and Purpose of Research

Output Title

Case study on how the critical success factors work in practice

Purpose of Research

Within the work toward Intellectual Output 1 and 2 (IO 1 and IO 2), a large amount of data on DE has been collected and analysed. During the work for Intellectual Output 3 (IO 3) success factors for digital learning resources and a catalogue of evaluation criteria have been identified. In IO 4, we intend to map the success factors to the practices at partners' HEIs. This should lead to a better understanding of the relation between the success factors and the implementation and use of digital learning resources, OERs in particular, in separate settings. A mixed methodology approach was used including a student survey, document analysis and Delphi study with international experts in creating OER.

This report should summarize the results and point out to a better understanding of critical success factors for digital learning and use of OERs in time of COVID-19 crisis. The result could also show how the transformation and modernization has been successful so far and where there are still barriers. As such, IO 4 is relevant for achieving the strategic goals of the EHEA and could be well harmonized with the goals of Digital Education Action Plan, 2021-2027. The study results have also been published and presented at national and international conferences. Figure 1 shows an overview of the methodology used in IO4.
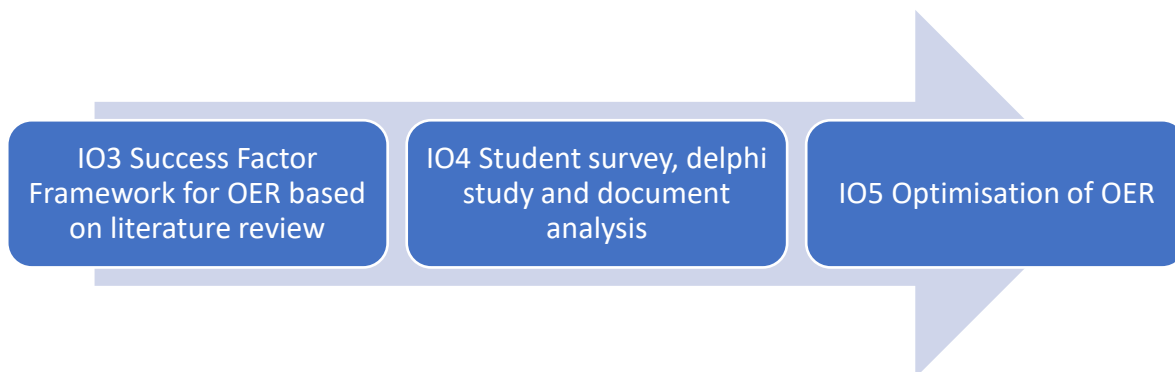
IO3 Success Factor Framework for OER based on literature review

IO4 Student survey, delphi study and document analysis

IO5 Optimisation of OER

Figure 1 Process of Intellectual Outputs

3. Student Survey

Methodology

We applied an online survey with LIS students to explore which success factors are important for the use of OER from a student's view. The questionnaire was developed in cooperation with all project partners in 2022. A pretest was conducted during DESS 2022. The student survey consisted of 40 questions in total with regard to experience with OERs in digital learning with the following categories:

1. Innovation of OER
2. Reasons to use OER
3. Challenges and Potential of OER

Analysis of Potential success factors:

4. Learning Content and Learning Experience Design
5. Learning Management System
6. Learning Process and Pedagogy
7. Value-added services

Results and Discussion

The study took place between September and October 2022. We applied an online survey that were distributed among project partners. 200 students participated, but only fully completed questionnaires (n=42) were used for statistical data analysis. Students from Croatia (n=21), Bulgaria (n=11), Germany (n=1) and Spain (n=9) participated. 70% were female, 30% male students from different field of studies: 50% Library and Information Science, 20% Information Technology, 15% Sociology and languages and 15% other subjects. The demographic data reveals that 62% of participants are between 18-25 years old and 38% over 26 years.

The first question deals with students' knowledge about the definition of OER. We applied inductive content analysis to explore student's answers (n=60). Table 1 summarize categories and example quotes.

Table 1: Do you know what an OER is? Categories and examples

Category	Example
Openness	*It is a recourse in open access that can be used by anyone who wants to get formation of a specific theme.*
Accessibility	*open educational resources, documents or multimedia material related to education and teaching whose main characteristic is that they are freely accessible and under an open license.* *For me Open educational resources are accessible documents or resources that serve learners and teachers to generate knowledge.*
Licensing	*The term OER stands for Open Educational Resources, i.e. educational materials that can be freely used, modified, shared for teaching, learning and research. They are published under open licenses such as CC license.* *open educational resources, documents or multimedia material related to education and teaching whose main characteristic is that they are freely accessible and under an open license.*

Education	*OER stands for "open educational resources" which refers to all online (digital) websites, documents and materials that could be used for educational purposes.* *I think it's a net of resources oriented to education that are in open access so anybody can access to them and either improve their teaching methods or use them in their studying system.*
Collaboration	*Materials that are free to use and modify by the end user.*
Platforms	*Online platform for learning and using resources*
Lack of knowledge	*No, I don't know what it is.*

Students highlight the openness of learning materials that are accessible not only by students but the public for knowledge sharing and learning. Openness and accessibility were also associated with free use. As the third category shows, students knew that OER are published under an (open) license. "Open" referred not only to easily accessible materials, but also the possibility for reusing, remixing or redistributing them, as part of collaboration. A few students were aware of platforms or repositories to access them (category platforms). However, there was a group of participants who were not aware of OER.

We asked about students experience with OER. Figure 2 indicates that students used OER in their studies. However, there is a group of participants (16,67%) unsure if they used OER before.
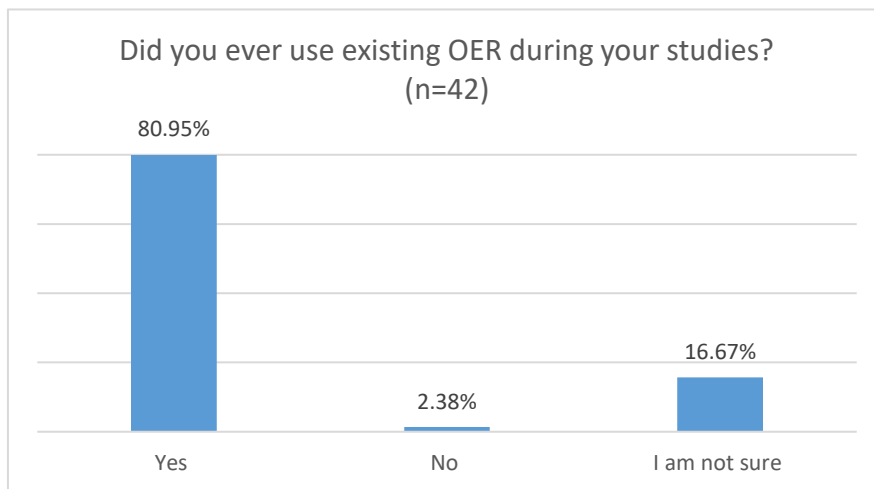

Figure 2 Did you ever use existing OER during your studies?

As many students are already experienced with OER and used them before, it is important to figure out from where students used them. Figure 3 reveals that Google is an important information source to search and find OER (80,95%). 54,76% of students replied that they used OER provided by professors in a class. Interestingly, students utilized repositories to retrieve OER. Overall, this result indicate that students search on their own for OER and apply different different sources to find them. Other answers included websites like *ResearchGate*, *WorldCat* or *YouTube*.
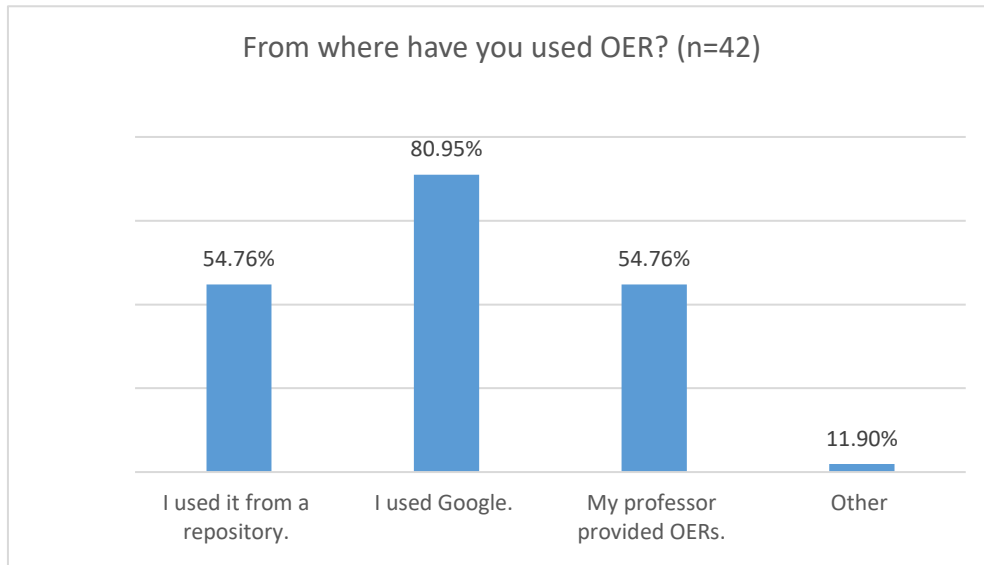
Figure 3 From where have you used OER?

In this context, it is interesting to discover which types of OER are used by the majority of students, as shown in Figure 4. The most prominent OERs used by students were visual media (e.g. screencasts, online videos) (66,67%) and presentation slides (66,67%). Students also mentioned print media (61,90%). Interactive OER (45, 24%) were less used by our target group.
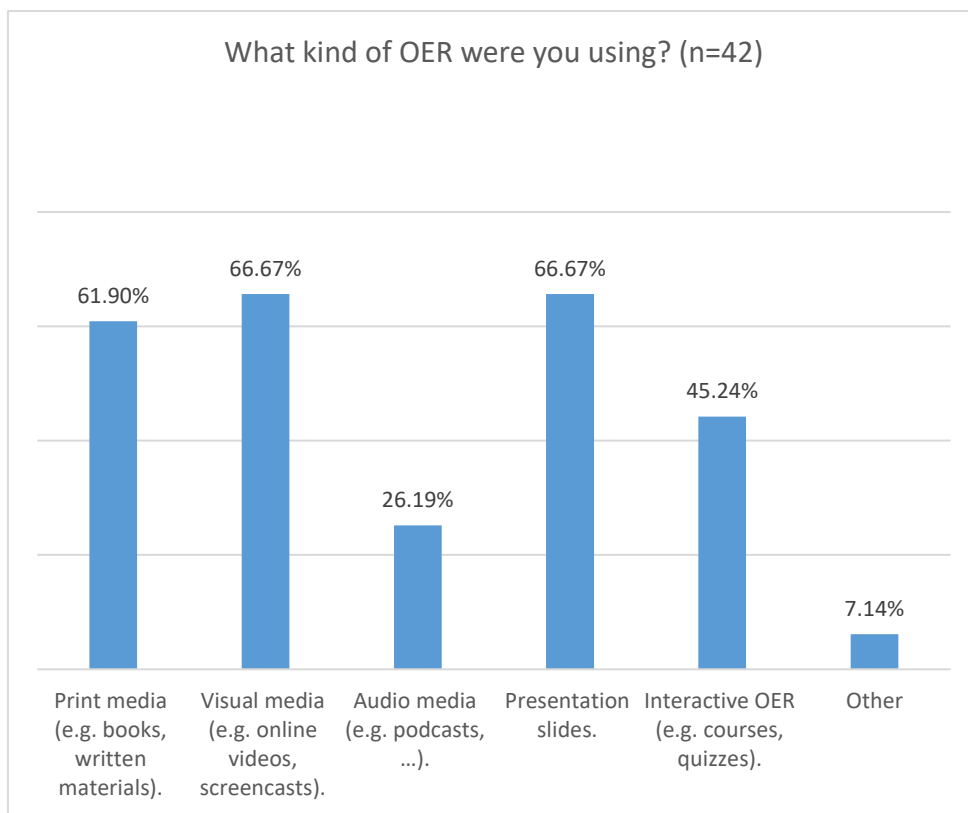

Figure 4 What kind of OER were you using?

We asked how OER were integrated in teaching (see Figure 5). Results indicate that mainly students used OER provided by their professors, not as part of a class but as an additional learning material. However, a small group of students also searched for OER on their own to use them as additional learning materials. The results showed that OER were not a major part in teaching, but applied as additional learning resources by teachers and students.
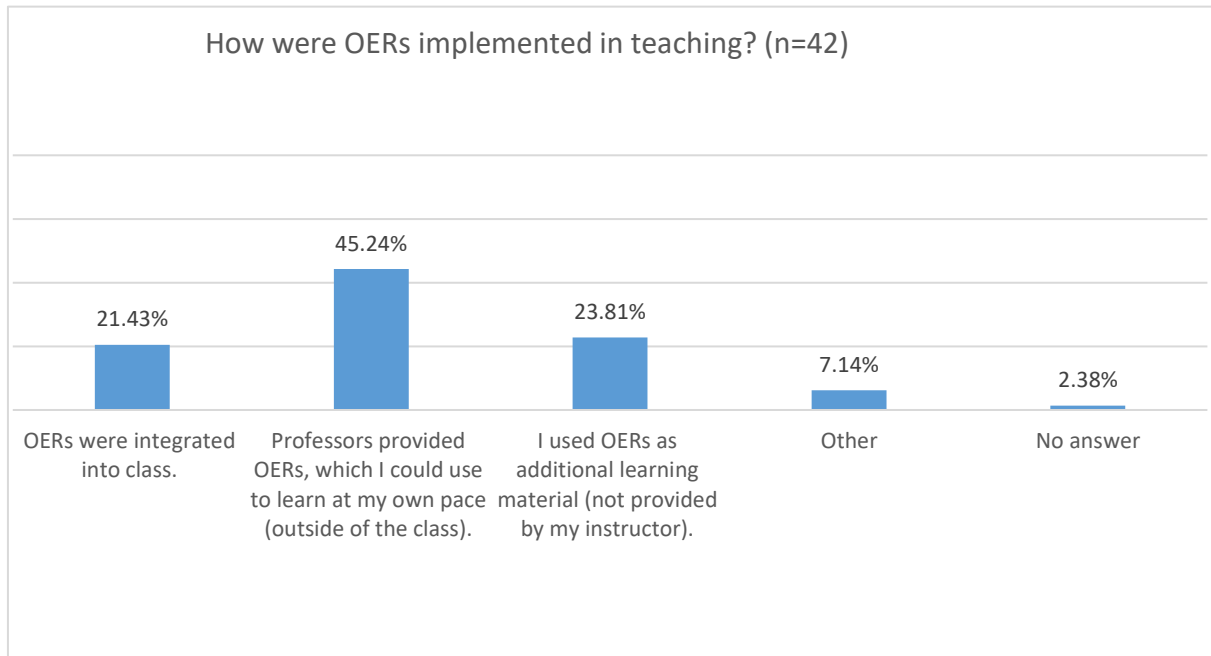

Figure 5 How were OERs implemented in teaching?

Focusing on user-centered approaches to OER, students indicate that supporting creativity and innovation (83,33%) is very important to them when using open resources, see Figure 6. Personalization (54,76%), as well as intention to support design thinking is both considered to be important to students. In comparison, interactive elements through challenged-based learning (40,48%), storytelling (33,33%) and gamification (21,43%) were less prominent.
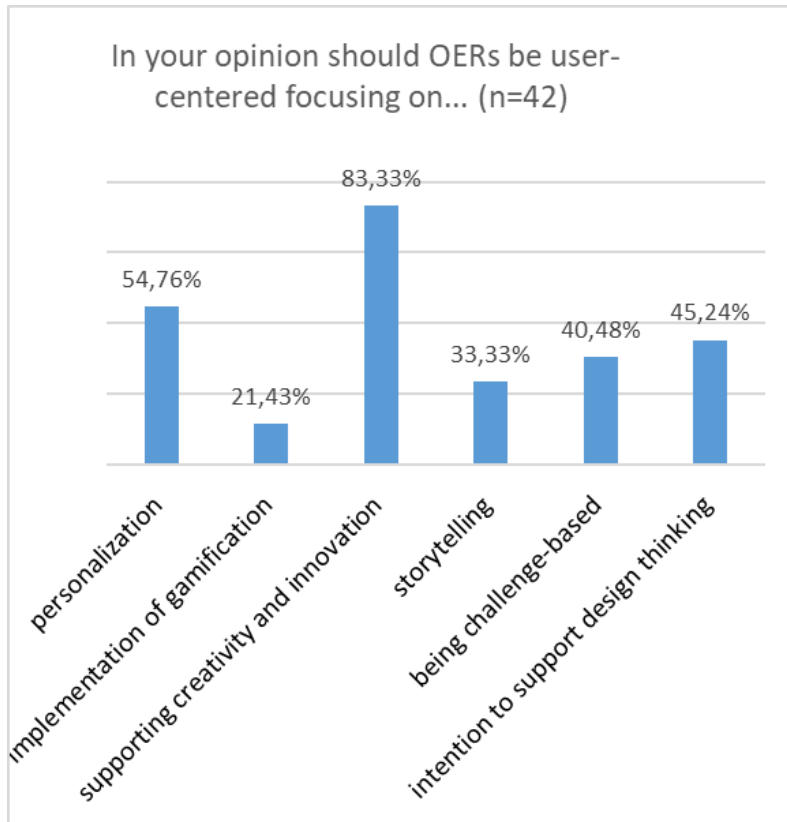
Figure 6 In your opinion should OERs be user-centered focusing on…

Exploring the ideas of students on the integration of learning types when using OER, it became obvious that the learning type activist (76,19%) is highly relevant for students in comparison to other types (see Figure 7). Again, this means that those students who are activists learn by doing. They prefer to participate in an activity and get engaged and experience the lesson they are attempting to learn. These individuals enjoy brainstorming, and are receptive to conversations in groups and problem-solving sessions. These characteristics differ highly from the learning type pragmatist, as the type is interested in understanding
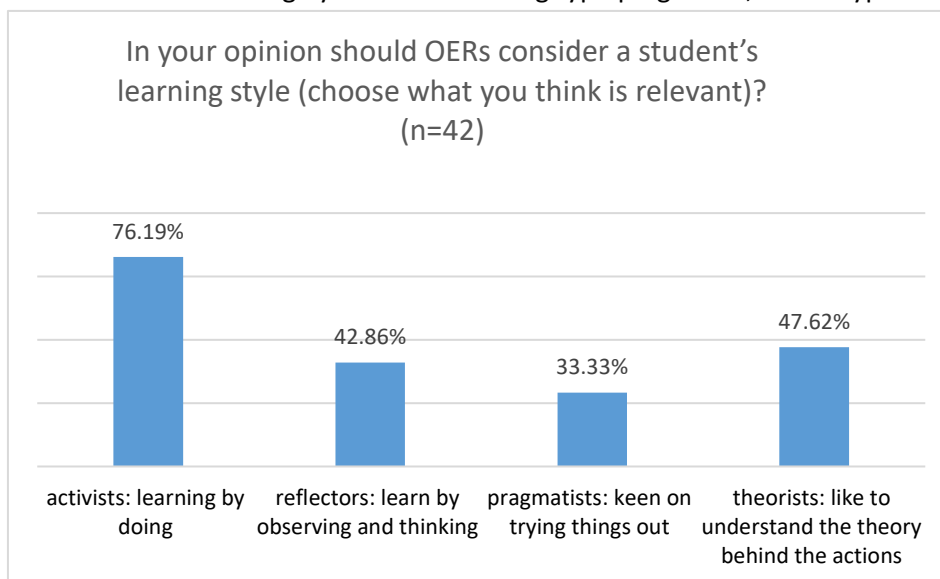

Figure 7 In your opinion should OERs consider a student's learning style?

how to apply what they are learning into the real world. They experiment with theories, concepts, and methods while pausing to consider how what they have accomplished connects to reality.

We asked students for reasons and barriers to use OER. Table 2 shows six identified categories. The first category *Additional learing material* highlight students usage scenario for OER. They were interested in using them as learning materials, that go beyond the learning material that is provided in class. They also appreciated the *Ease of Use* in context with their learning experience: Studying with open, interactive materials enhanced the test preparation.

Table 2 Reasons and barriers to use OER (n=43)

Category	Example
Additional learning material	*Because it provided additional information for free, and being a student that is an important thing.* *Mostly because they are free and as a student I cannot allow to invest too much money in anything […] they offer perspectives that are not explored completely in class, that can add new things to the content I learn or that make me understand things better (for example some quizzes and podcasts).*
Ease of Use	*I use it as another source for learning and finding more information that's presented in a different way; more creative, interactive, easier and faster access in some cases.* *It makes learning easier and more interesting because it provides a variety of materials that helps students with acquiring knowledge and new lessons.* *I like to use my own OER because Im a visual learner and my attention is engaged when I'm thinking and actively talking or discussing the material.*
Free of charge	*It's free. Not need to pay for materials I could get online from a repository […]* *[…] OER remove price barriers, saving students money and making it possible for everyone to have their own copy of required course materials from the first day of class. No more waiting for delayed orders to arrive at the campus bookstore!*
Quality and trust	*I believe that OER are usually trustworthy and that is why I use them.* *The ones I used were of good quality, easily accessible and free.*
Lack of knowledge	*I still don't know what OER is.*

The category *Free of charge* shows the perceived advantage by students, as they don´t need to pay for learning materials. This is especially important to students, as textbooks or other course materials might be too expensive. Not only cost saving was mentioned in favor for OER, but also their *quality and trust*. Students, who used OER already, emphasize their quality and trustworthy context for studying with them. Perceived barriers were described by the *lack of knowledge* about OER.

The results for the question *what guidance would you give to faculty and staff regarding the potential adoption of OER in courses and programs?* is shown in Table 3. Students supported the promoting of OER among students by teachers and professors (see category one), as many students might be unaware of OER. The need for further information of OER in university is also shown in the category *Integrate OER in teaching*, as they valued OER as a reliable source in university classes.

Table 3 Guidance to faculty and staff (ranked categories, n= 25)

Category	Example
Promote the concept of OER to students	*To spread the idea amongst the students* *Have the teacher provide them and explain from where the source come, so that students know how to find more.*
Integrate OER in teaching	*I would ask them to explore it and use it in class, talk to their students about the OER and trying to include them in their lessons, in their teaching methods so their students can also use them and learn more, learn better.*
Support creation and publication of OER	*To be more active in offering open educational resources.* *Teachers should not be embarrassed to publish and share their material.*
Provide accessibility and a good UX	*Facilitate and PROMOTE an intuitive repository with a good UX, so that students can use it.*
Solve technological issues	*Each course should have its own Moodle page and materials should be distributed in regular intervals.* *make it available for all devices*

Moreover, students underline the need for professors to create and publish their classes as OER, as they notice that teachers might be lacking in the process of making their lectures available to the public. The last two category deal with technological issues of OER usage in higher education. To make OER available and easily accessible, students wished for a repository within a user-friendly system like *moodle* as well as the access via all devices (e.g. smartphone, tablet, laptop).

Table 4 shows the results for the question *How do you see the future of OER for study programs and teaching?* Students pointed out that the technology and teaching will improve, as they vision an increased use of OER in higher education (category 3). They highlight further advantages with the possibility to promote networking and knowledge sharing when publishing and reusing learning materials as OER. Further added value was seen in the prevention of inequalities among students, as OER are free of charge and easily accessible.

Table 4 Future of OER for teaching and learning (n=28)

Category	Example
Improvement of technology and teaching	*I think there will be more and more OER in study programs and teaching because of the technological development.* *It is becoming clear that capitalism is in its final crisis. OER might be a partial solution for the problem of intellectual property*
OER will promote networking and knowledge sharing	*Right now it is a part of "informal" study programs and teaching [...] but I think it got more important and was a refreshing occurance during online classes while the COVID-19 pandemic was at it worst. The future would be more inclusive towards OER and students will sort of demand them, since they got used to the technological aspects and have highlighted the pros of using them.*

	I see in the future a network in which everyone can help each other and the knowledge of the users is promoted.
Increased usage of OER	*I think they will be more and more integrated* *It will be more used then printed books.* *it could be the core of studying*
OER can prevent inequalities	*In my opinion, the research is helping to develop and spread information of OER, which will make them richer and more participative, both from professionals, students, researchers and teachers. It will add more points of view, more opinions, more cultures and more knowledge, and it will help to give access to the people who cannot allow to pay the fees to use regular ER.*
Issues with education systems	*With the constantly evolving technology and innovations its a shame our educational systems do not have it as a standard […]* *In paid courses or university degrees I think it is not very well accepted to reuse material.* *They have great potential but, unfortunately, until they get recognized as a valuable learning, teaching and research resource, their future is questionable.*
Language barrier	*It will enhance the studying process, but it may be problematic to implement in certain courses because there might be a language barrier between the materials and the end user.*

However, students also have a critical attitude towards OER. The category *Issues with education systems* showed that students were unsure if OER are accepted in higher education or economic interests. Moreover, an individual barrier was perceived by possible language barrier, e.g., if OER are implemented or available in a single language.

We asked students to rank four main success factors for the use of OER. Figure 8 reveals that the factor Learning content (m=1,6) is most important to them. The next factor is Learning Process (m=1,8), which is also supposed to be relevant for our target group. Learning Management System and value-added services were on the third and fourth place.

As in the pretest, the results provided only very small differences to each other. Therefore, the identification of important and less important factors is difficult to interpret. To get a better overview on the ranking results of success factors from a student's perspective, we asked students to rank the sub-factors for each category individually.
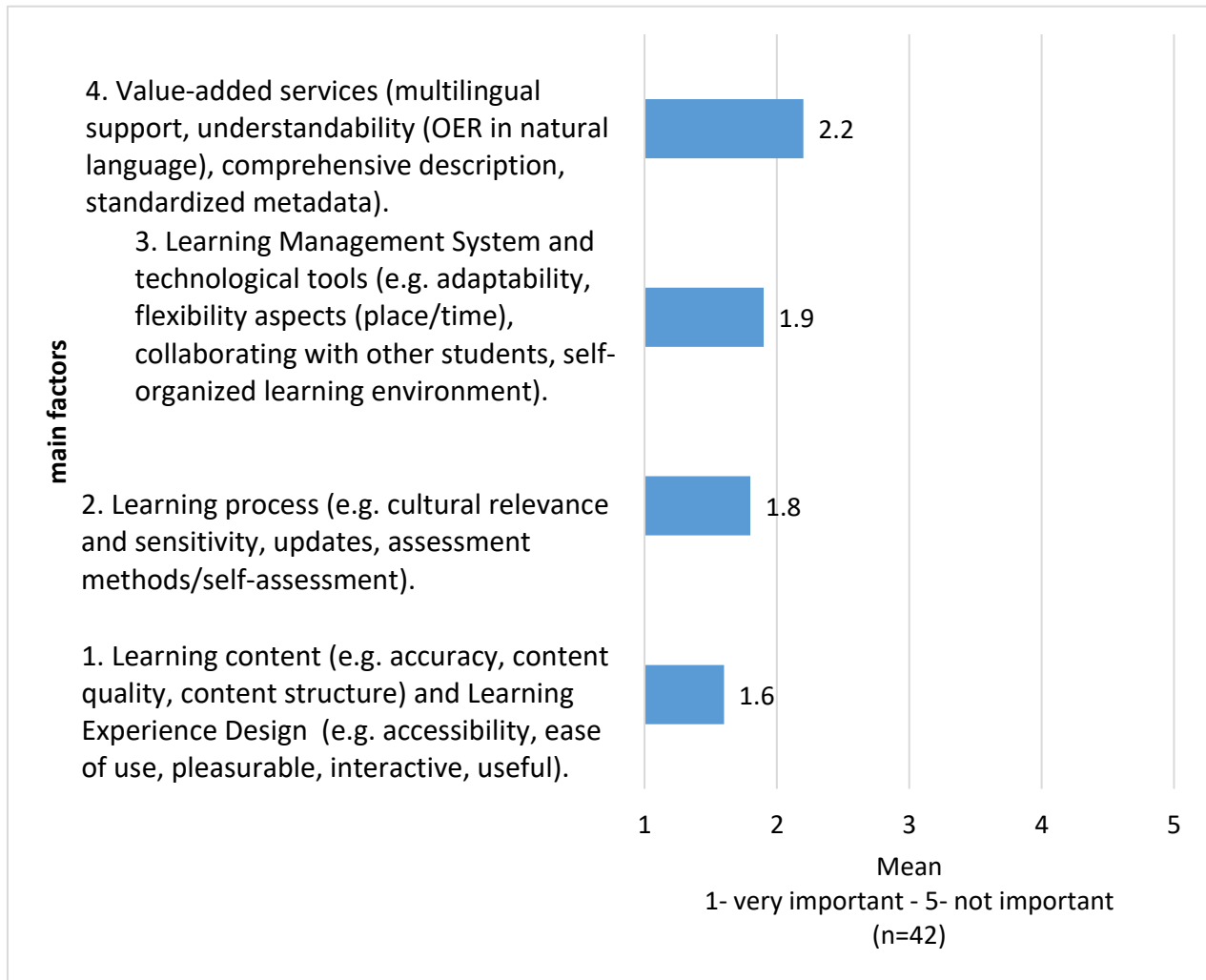
Figure 8 Ranking result of four main success factors

The success factor *Learning Content and Learning Experience Design* consists of 8 sub-factors. Figure 9 shows the ranking results. If the first three results are examined, it becomes clear that OER should be suitable and available for students and provide high quality content to them. In this context sub-factors like accuracy and interactivity were also important to them.
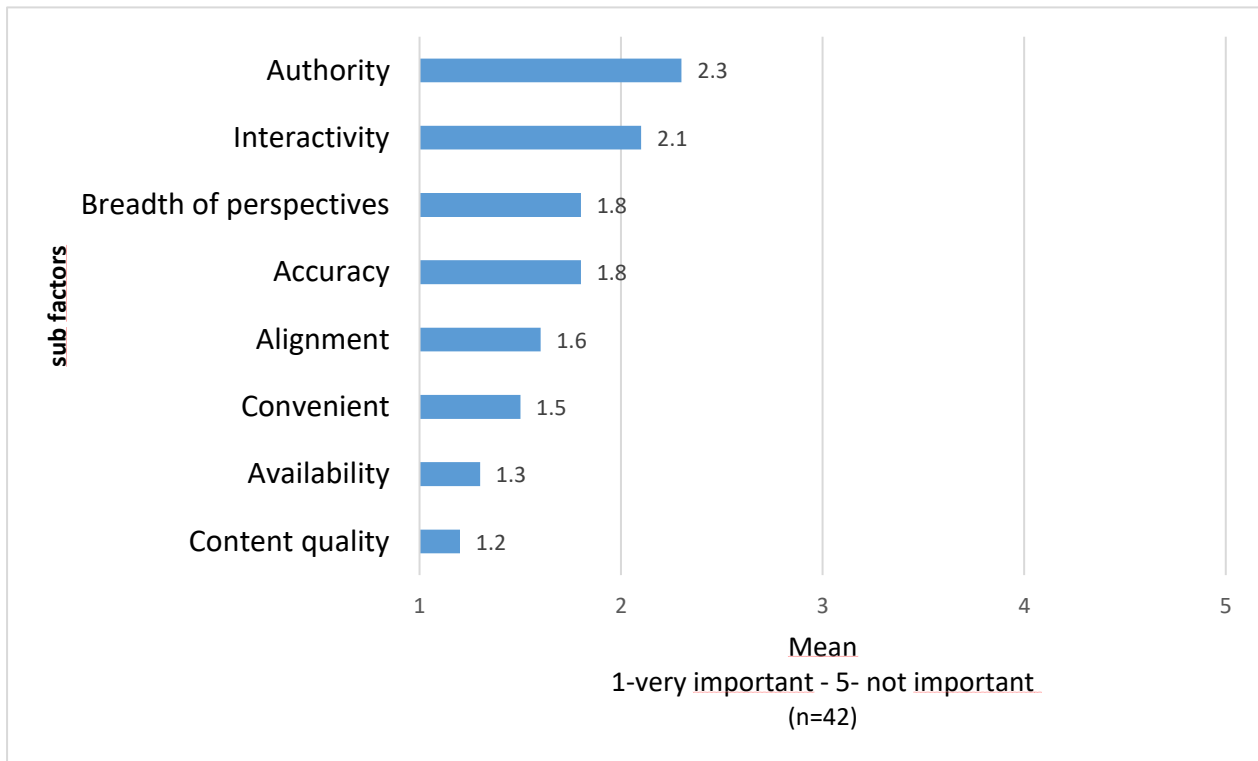
Figure 9 Ranking of success factor Learning Content and Learning Experience Design – sub-factors

Figure 10 shows the results for the success factor Learning Management System. The overall quality of the final product is highly valued by participants. Moreover, the integration of an OER into LMS and solving technological issues is also important (m=2).
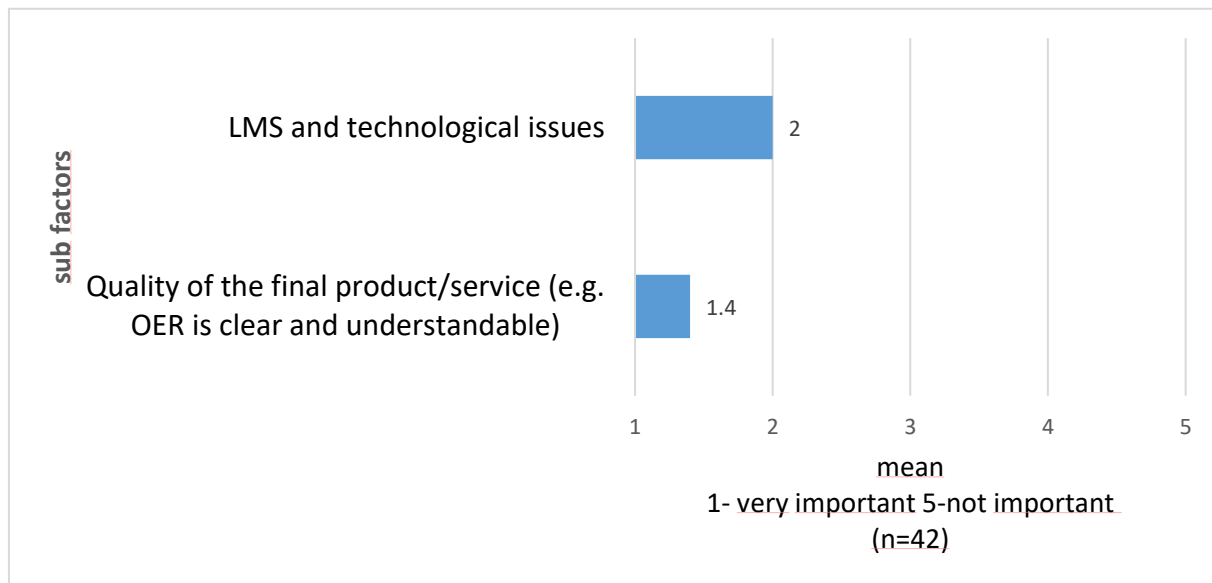

Figure 10 Ranking of success factor Learning Management System (LMS) and Technological Tools – sub-factors

The success factor *Learning Process and Pedagogy* consists of four sub-factors, see Figure 11. According to the results, an open license is very important for students when using OER in their study program (m=

14

1,4). Interestingly, other sub-factors showed to be also highly relevant to our target group. Students cared about the accessibility of OER as well as the integration of assessment methods (m= 1,8).
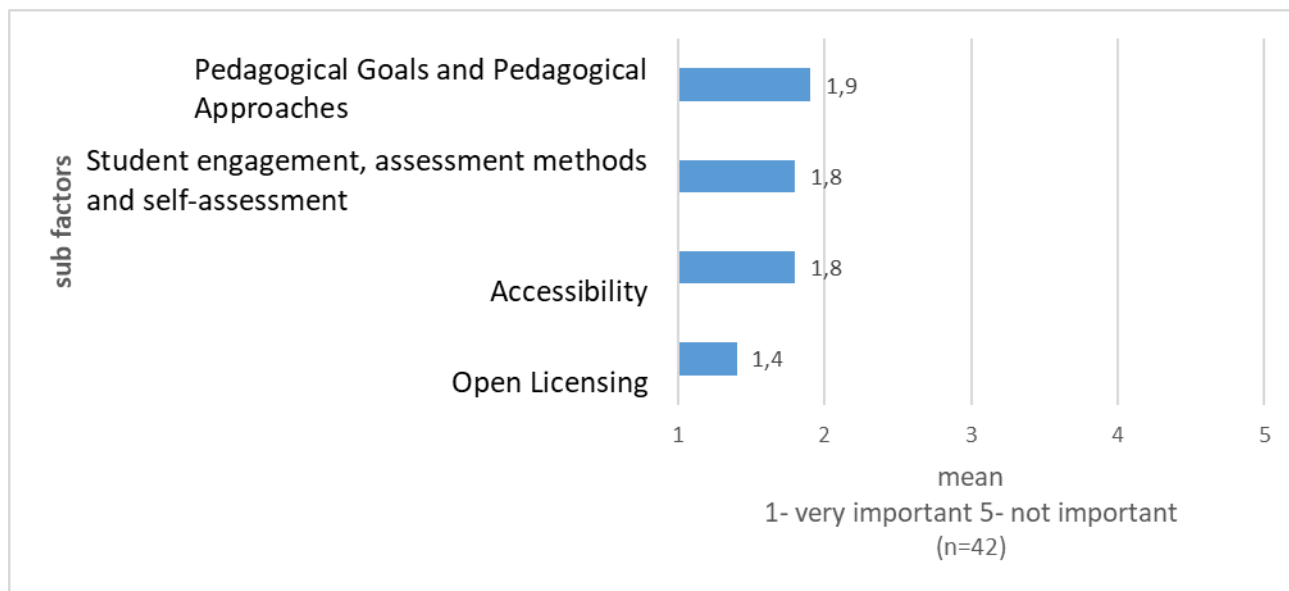

Figure 11 Ranking of success factor Learning Process and Pedagogy – sub-factors

The category *Value-added services* consists of four sub-factors, see Figure 12. Again, the monitoring and evaluation of OER is very important to students. This also includes the relevance of a peer review process when searching or using OER.
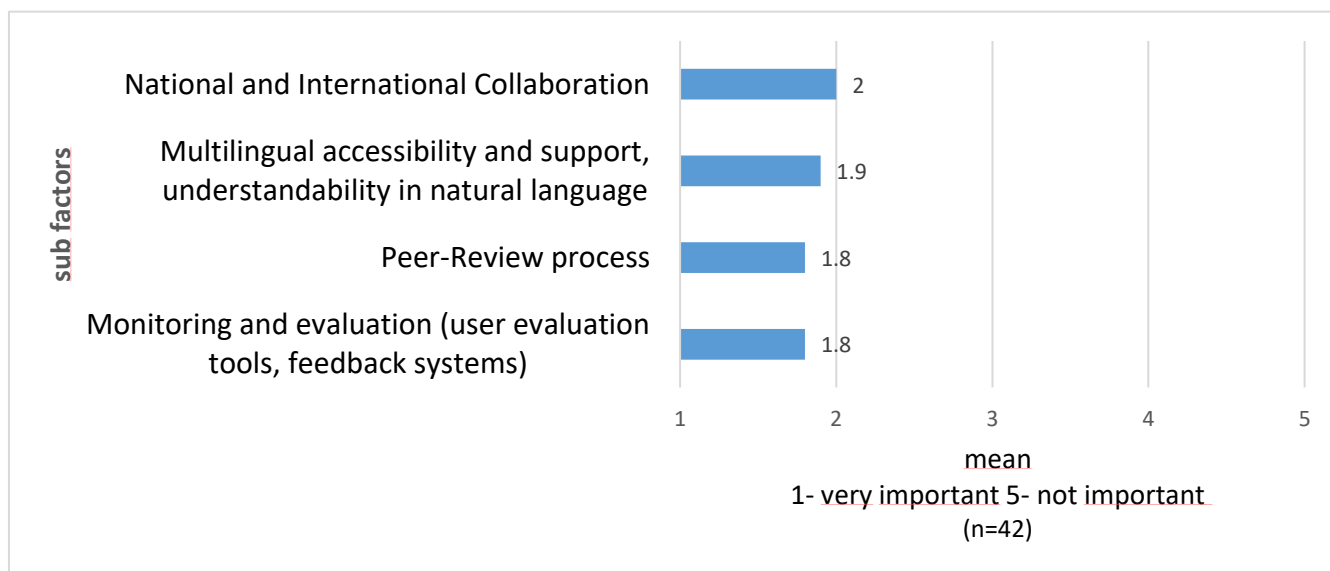

Figure 12 Ranking of success factor Value-added services – sub-factors

As already mentioned, the content quality is highly important to them. It shows that OER should be up-dated and edited. Students indicate that they were familiar with the concept of OER, as they were adopted to some extent in their study programs. They expressed a particular satisfaction with OERs' accessibility

and reusability and acknowledged the convenience of accessing additional and specialized resources. Consequently, OER will continue to be a significant source of educational material in LIS. Interestingly, students associated presentation slides and videos with OER. They were not only aware of its value but also highlight the content quality when using repositories. Concrete usage scenarios were identified. Students view OER as supplement course materials, for exam preparation as well as further literature on a course. User-centered elements were relevant to enhance their learning experience include the need for personalization and the support of creativity and innovation. It shows that the pandemic worked as a catalyst for digitalization in LIS education. However, the results show that the level of OER usage in HEI is based on diverse experiences by students and depends on the LIS professor's engagement and knowledge of OER. Therefore, students express concrete needs to professors and those responsible for OER. This was reflected in the student's agreeance of making more students aware of OER and integrating OER as a concept more effectively into teaching. Since a shift in mindset and time investment for teaching design and concepts are needed to implement OER, the identification of important success factors of OER from a student's perspective might be highly relevant. Students agree that the focus on accessibility, use of open licenses, and opportunities for monitoring evaluation of OER contribute to their quality in HEI.

4. Document Analysis

Methodology

The aim of this methodological step was to collect case studies on how the success factors work in practice and to analyze them using qualitative and quantitative content analysis. The methodology consisted of the following steps: First, a template for the case studies was developed, based on an adopted version of the DECriS Methodological Framework for evaluation of OERs. The template consisted of the original framework, extended with some additional fields to give some context on the case studies. At the end of the template, fields were added to allow comments if some of the success factors were perceived unclear and if there were any aspects missing in the rating scheme. This first draft was then provided to all partners for commenting. After agreeing on a final version, all DECriS partners were invited to fill out the template with examples of OER use at their HEI. As part of the template, they described how each of the success factors were implemented and rated each of the success factors on a scale from one to five (1=lowest, 5=highest, >= 3 is good). Collection of the data took place from September 2022 till October 2022. In total, 14 completed forms were returned. Afterwards the forms were analyzed using a qualitative and quantitative content analysis approach. The analysis was conducted using Microsoft Excel sheets.

Results and Discussion

Overview of collected case studies

Of all the reported OER, 86% (12 of 14) were used as part of a course at the respective institution. In 64% (9 of 14), the OER was provided to students involving the lecturer. In the remaining cases (5 of 14) the OER are self-paced online courses. Half of the reported OER (7 of 14) is multilingual, the remaining part monolingual. Half of the reported OER (7 of 14) is designed for BA level students, 14% (2 of 14) designed for MA level students and the remaining 36% (5 of 14) have no designated course level as they are self-paced online courses. Content-wise 57% (8 of 14) use videos, 14% (2 of 14) e-books and half of the OER (7 of 14) a mix of several content types. The majority of the reported OER (79%, 11 of 14) include interactive elements and 50% (7 of 14) include elements of gamification like quizzes.

Rating results

In the following we discuss the mean ratings of the individual success factors, derived from the ratings of all the 14 reported OERs. The rating scheme was from 1 to five (1=lowest, 5=highest, >= 3 is good). Thus, a higher mean rating means a more favorable rating.

In the first category, which is **Learning content and learning experience design**, *Accuracy and Comprehensive OER Description with Standardized Metadata* received the lowest mean rating

(3,5), followed by *Interactivity* (3,6). The highest mean rating (each 4,8) was achieved for *Alignment*, *Breadth of perspectives* and *Content quality*. The following figure provides an overview of all the mean ratings for this category.
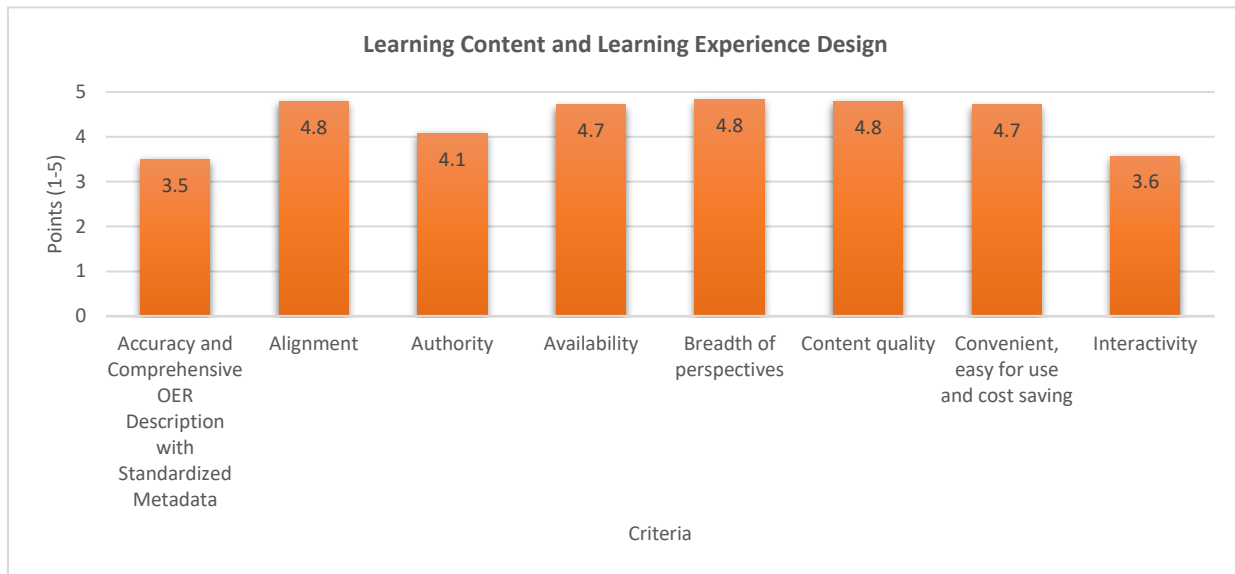

Figure 13 Mean ratings of the category Learning Content and Learning Experience Design

Within all the individual OERs in this category, the lowest given individual rating was one point, which was given in three cases within this category. In the following we will present these examples to provide some insights into how the rating of the success factors works in practice. Two of the cases where one point was assigned were for the success factor *Accuracy and Comprehensive OER Description with Standardized Metadata*. The experts argued their ratings as follows:

> "Unsatisfactory document metadata description. Data: Authors, Title, created at: 07.02.2022"

> „For the reasons already mentioned, although the content of the video is explained at the beginning, no metadata is used to describe it as OER. In the properties of the file, as well as in the video, a title and the name of the author do not even appear."

One additional 1-point rating was given for the success factor *Interactivity*:

> „It's not interactive and the objectives don't ask for it. The resource does not provide opportunities for students to test their knowledge of the material, the use of the content is subsequently shown in the resulting work that the student will do."

Several success factors within this category were rated with the full score of five points. One example for an item with the highest rating is for the success factor *Breath of perspectives*:

> „This course reflects multiple perspectives and points of view on course topics as it is created by five authors who has different expertise within the field of research methodology in information science."

For the second category, which is **Learning Management System (LMS) and Technological Tools**, both corresponding success factors received a similar mean rating. Particularly, *LMS and Technological Issues*, as well as *Quality of the Final Product/Service* received a very good mean rating of 4,6.

The lowest given score within this category was for the success factor *LMS and Technological Issues*. In one case only 2 points were assigned with the following argumentation:

> „The Audio-PPTs are available in Microsoft Powerpoint, Microsoft Powerpoint XML and pdf formats and they can be used in different devices. However, they have been created with a proprietary software and not open source, so users need to have the proper software to access to the material. As for the LMS, materials are available in the UB LMS Platform (Moodle) and the institutional repository but both digital platforms are not directly connected."

Several success factors within this category were rated with the full score of five points. One example for a full rating is for the success factor *LMS and Technological issues*:

> „The course is available within the LMS (Moodle), learning content works within the existing system. It can be accessed anywhere, anytime, using popular devices that participants can use (tested on laptop and mobile), only requiring a reliable internet connection."

For the third category, which is **Learning Process and Pedagogy**, the lowest mean rating received the success factor *Accessibility. Inclusiveness and Equality. Cultural relevance* (3,9), followed by *Student engagement, assessment methods and self-assessment* (4,0) and *Open Licensing* (4,8). The success factor *Pedagogical Goals and Pedagogical Approaches* achieved a mean rating of five, which means that all of the reported OER were rated with the highest possible score for this success factor.

The lowest given score within this category was for the success factor *Student engagement, assessment methods and self-assessment*. In one case only 2 points were assigned with the following argumentation:

> "As we have previously commented, the Audio-PPTs don't include self-assessment (and this is some improvement that can be added). However, since materials complement the learning process in a face-to-face classroom, activities are performed directly in the classroom, in form of practical exercises. There are some self-assessment online questionaries also available in the virtual classroom, but they are not part of the Audio-PPTs."

Several success factors within this category were rated with the highest score of five points. One example for a full rating is for the success factor *Open licensing*:

> "The course is available under open license with clearly defined terms of use: Attribution-NonCommercial-ShareAlike 4.0 International (CC BY-NC-SA 4.0)."

For the fourth category, which is **Value-added services**, the lowest mean rating received the success factor *Monitoring and evaluation (tools/mechanisms)* (4,1), followed by *Linguistic accessibility. Understandability* (4,4), *Peer-review process* (4,8) and *National and International Collaboration* (4,9).

Within all the individual OERs in this category, the lowest given individual rating was two points, which was given in three cases within this category. Two of the cases where only two points were assigned was for the success factor *Linguistic accessibility. Understandability*. The experts argued their ratings as follows:

> „The video lecture is intended for Bulgarian students."

> „The student book is intended for Bulgarian students."

One additional 2-point rating was given for the success factor *Monitoring and evaluation (tools/mechanisms)*:

> "Although there was a good experience of the use of the Audio-PPTs during the pandemic lockdown, they have not been updated since then. It is possible that they would need to be tested and improved in the next years of teaching."

Several success factors within this category were rated with the full score of five points. One example for a full rating is for the success factor *Linguistic accessibility. Understandability*.:

> "The course is available in English, Spanish, Catalan and Swedish. The language of the content is direct, clear and reduced of linguistic complexity. Key terms are consistent within the course content."

Conclusion

The collected examples show that OERs are already used at the DECriS partner institutions in a variety of ways. OERs are integrated in courses as well assigned to students for self-paced learning. What stands out is the high share of multilingual OER (50%). In general, the reported OERs received a high rating on the evaluation scheme. The mean rating for all categories and all OERs would be 4,5.

The collected data shows that the DECriS Methodological Framework for evaluation of OERs developed in IO3 works for its intended purpose to evaluate OER. This is supported by the individual examples how experts argued their rating as presented in this section, which align well to the given score. The full collected documents which were basis for this analysis are attached in the appendix of this document. Each of these individual tables demonstrates a case study on how the success factors work in practice.

5. Delphi Study

Methodology

The final step of this study was a Delphi study. The Delphi method can be used for identifying and prioritizing issues for decision-making (Okoli and Pawlowski, 2004). In our case we applied a mixed-methods Delphi study technique including questionnaires and a focus group discussion. Our goal was to evaluate the developed framework of success factors and to identify unclear or missing success factors. We invited six international experts, based in Europe and North America, with experience in creating and publishing OER to participate in our study. Four of these experts agreed and participated for the full duration of the Delphi study, which ran from October 2022 until December 2022. *LimeSurvey* was used to conduct the online surveys, while a *BigBlueButton* video conference room was used for the online focus group discussion.

The Delphi study consisted out of three phases:

First, the participants received a summary of the DECriS Methodological Framework for evalua- tion of OERs and were invited to participate in an online survey where they should rate the suc- cess factors for their perceived relevance. This information was sent two weeks before focus group discussion and was intended to get the experts acquainted with the success factors. To allow direct references to the answers during the focus group discussions, the participants were invited to voluntarily provide their name at the end of the questionnaire.

Second, the experts participated in an online focus group discussion. This discussion was moder- ated by three facilitators from the DECriS project team. It started with a presentation of the suc- cess factors and previous results from the student survey as well as the expert survey from step one of this Delphi study. As a warm up activity, the experts were invited to discuss differences between these results. Afterwards the facilitators went through all the success factors and their intended meaning with the experts. The group discussed whether the success factors were un- derstandable and if some aspects were missing. In the end, the experts had the opportunity to add any further recommendations from their experience. The full moderation guideline can be found in the appendix of this document.

Third, four weeks after the focus group discussion the participants were invited to participate in a final online questionnaire. This online questionnaire was an adopted version of the initial online questionnaire, considering all re-formulations and changes to the success factors that were de- rived from the previous discussion. The main aim of this final step was to check if the re-formu- lated version was now clearer formulated and more comprehensive. The questionnaire also al- lowed for further comments and recommendations, in case the experts wanted to add further aspects that might have come to their mind in the time after the focus group discussion.

The collected results built the basis on recommendations how the success factors should be re- formulated.

First Phase Questionnaire

The first survey on the success factors that was sent out before the focus group discussion was not completed by most of the experts. During the focus group discussion, they revealed issues with understanding the exact meaning of certain factors, which led them to abort the survey. As a result, they were presented with short explanations of each of the factors during the focus

group discussion, which was the basis for discussing each of the factors. For example, the exact meaning of the sub-factor *Open License* (category Learning Process and Pedagogy) was not clear. Based on the literature review from IO3, the Level of Open License was identified as an important factor. Experts, however, discussed what an OER is and how the concept can be defined: *I did not quite understood 2nd question - if we are talking about OER they have to be open/in open access otherwise they are not OER* (participant 2).

Regarding the *category Learning Management System (LMS) and Technological Tools,* one participant pointed out that specific factors (and sub-factors) were context specific or influence each other: *Factors* [are] *highly inter-dependent with/related to accessibility and ease of use (in prior factor list)* (participant 3). Moreover, one participant highlighted the impact of an OER evaluation framework for teachers or professors might demotivate them to publish their materials according to OER standards in (LIS) repositories, as their learning materials would be publicly assessed: *a success factor will be the "perception of quality measurement". If educators feel the pressure to get a personal assessment on their teaching, they will not opt into the idea of OER. So, it is the way we treat OER quality. Moreover, the practical operationalization of OER quality assessment plays a role will be a factors that decides whether such a system will be successful or not* (participant 3).

Second phase Results and Discussion

In general, the experts provided a very positive feedback on the success factors. They found the evaluation framework to be very comprehensive, and acknowledged that even to them as experts in the field it opened them up some new perspectives. The focus group discussion also showed that even among experts there is some disagreement about what can be considered as an OER and which definition should be applied. Thus, it was concluded, that a OER definition should be added to the DECriS Methodological Framework for evaluation of OERs. The data further showed that experts coming from different cultural backgrounds and language groups could interpret the list of success factors differently. Thus, it was concluded that short explanations for each factor should be added to the DECriS Methodological Framework for evaluation of OERs. An extensive discussion developed during the focus group discussion if there should be a rating for each of their factors. Some experts argued, that such a rating, especially if the results would be made available publicly, might put off creators from publishing OER out of fear that they might receive bad public rating. Thus, it was concluded that the rating scheme from one to five should be removed out of the final version of the DECriS Methodological Framework for evaluation of OERs, and instead replaced by a yes/no checklist. Finally, there was a general discussion about the complexity arising from different OER typologies and how to best bring them into one evaluation scheme. One example that was brought out during the discussion would be a well-designed infographic intended to be printed, which might be a very good OER for its intended purpose, but would not fulfil several criteria on the DECriS Methodological Framework for evaluation of OERs like interactivity. Thus, it was concluded that several of the criteria should be added with a remark *if applicable*.

That data also showed that students have to some degree different perceptions about the importance of specific success factors than students. For example, accurate metadata were perceived least important by students, but very important by experts. As a result, we could conclude that we would need to adopt the DECriS Methodological Framework for evaluation of OERs, if it should be used as means for rating OER from the students' perspective. The expert comments also brought up possible limitations for OER publishers depending on their chosen publication venue. This might limit per example the ability of content creators to add all the metadata the would perceive as useful or limit their options for licensing. Thus, it was concluded that to some extend also the platform where the OER is published might influence their rating on the DECriS Methodological Framework for evaluation of OERs.

Based on these results, the following suggestions on how the success factors should be re-formulated have been derived. The following figures show the suggested changes for all of the four categories of the DECriS Methodological Framework for evaluation of OERs. The left side of each of the figures presents the state at the beginning of this evaluation study, where criteria or parts of the criteria description which were recommended to be deleted are marked red. On the right side of each of the figures is the recommendation of the updated version, showing suggested additions in the color of green. Not shown on these figures are the descriptions, which in a later step have also been added for all categories.

For *Learning Content and Learning Experience Design*, five changes to the existing success factors were derived: The formulation of the first success factor was perceived a bit confusing, as the term accuracy might be also associated with content accuracy with will come as a separate success factor later. A shortened formulation was perceived as much clearer. The fourth success factor availability was perceived as not necessary as OER are per definition openly available. The sixth success factor content quality was perceived too unclear and thus re-formulated to accuracy and content presentation. The seventh success factor was shortened, as cost-saving was not perceived as relevant by the experts. The final eight success factor interactivity was marked with optional, as this factor does not apply to all kind of OER, e.g. an infographic intend to be printed out would not be interactive.

Learning Content and Learning Experience Design

1. Accuracy and comprehensive OER description with standardized metadata
2. Alignment
3. Authority
4. Availability
5. Breadth of Perspectives
6. Content quality
7. Convenient, ease of use and cost-saving
8. Interactivity

1. Standardized metadata
2. Alignment
3. Authority
4. Breadth of perspectives
5. Accuracy and content presentation
6. Convenient, easy for use
7. Interactivity (optional)

Figure 14 Example changes for the category Learning Content and Learning Experience Design

For *Learning Process and Pedagogy*, three changes to the success factors were derived: The second success factor open licensing was perceived as much clearer if the words level of would be added in the front. As new additional success factor the experts suggested to add information on how to cite the OER. The final success factor student engagement, assessment methods and self-assessment was marked as optional, as this does not apply to all kind of OER.

Learning Process and Pedagogy

1. Accessibility, inclusiveness, equality, cultural relevance
2. Open Licensing
3. Pedagogical goals and pedagogical approaches
4. Student engagement, assessment methods and self-assessment

1. Accessibility, inclusiveness, equality, cultural relevance
2. Level of Open License
3. Pedagogical goals and pedagogical approaches
4. Information on how to cite the OER
5. Student engagement, assessment methods and self-assessment (optional)

Figure 15 Example for changes of category Learning Process and Pedagogy

For *Learning Management System (LMS) and Technological Tools*, four changes were derived: The most top-level change would be the change of the category name itself. Experts found just technological issues to be much clearer. Additionally experts found that the success factors should be split into more points to make them clearer. Thus, the first success factor was re-formulated to format of the OER. The second success factor was split into two: One first success factor quality of the final product, focusing on content quality and a second success factor production quality focusing on issues like video quality.

Figure 16 Example for changes of category LMS

For *Value-added services*, two changes were derived: First, to remove national and international collaboration as this can be perceived as reference to one possible use case of OER that depends on the context it is applied and in case the OER encourages technically includes national and international collaboration this would be already coved by the success factor interactivity. Second, a new success factor conformity with EU-GDPR was added. This aspect, particularly relevant for the European context, was not derived from the review of international literature, many of those not from Europe, which build the basis for the original draft of the success factors.

Figure 17 Example for changes of category Value-added Services

Third Phase Questionnaire

The updated version of the framework, based on the online discussion, was send to participants for further evaluation. The following section describes the ranking results of each success factor.

Figures 18 and 19 show that experts found the sub-factor Alignment (e.g. OER is has educational value, is efficient and appropriate) of the factor Learning Content and Learning Experience Design very important. However, disagreement was expressed on the importance of Authority (e.g. registration is required to share OER).
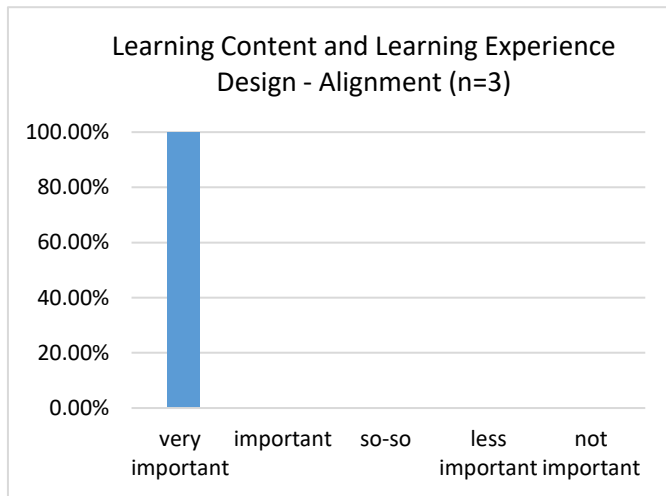
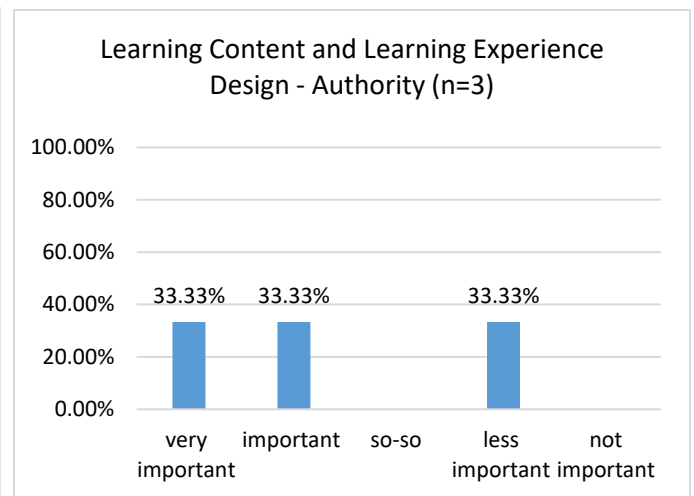Figure 18 Ranking result of sub-factor Alignment

Figure 19 Ranking result of sub-factor Authority

Figure 20 shows the results for the sub-factor Breadth of perspectives. The experts assigned a medium importance to this factor. Interestingly, the existence of standardized metadata was also considered medium important (see Figure 21).
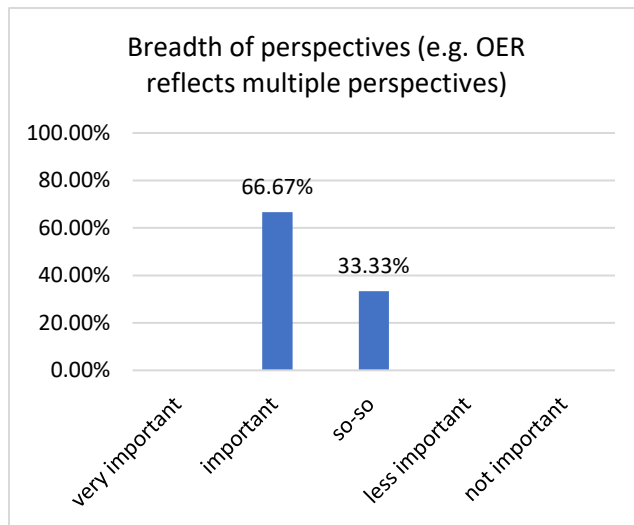

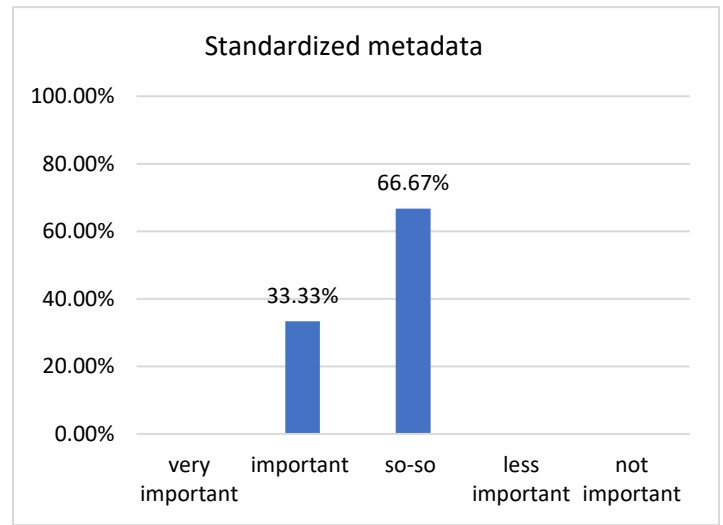Figure 20 Ranking result of sub-factor Breadth of perspectives

Figure 21 Ranking results of sub-factor Standardized metadata

The factor Learning Content and Learning Experience Design consisted of the sub-factor Accuracy and content presentation. Our participants highlighted the importance of this factor as a quality criterion for OER (see Figure 22). Figure 23 shows that the sub-factor convenient and ease for use was also viewed as important.
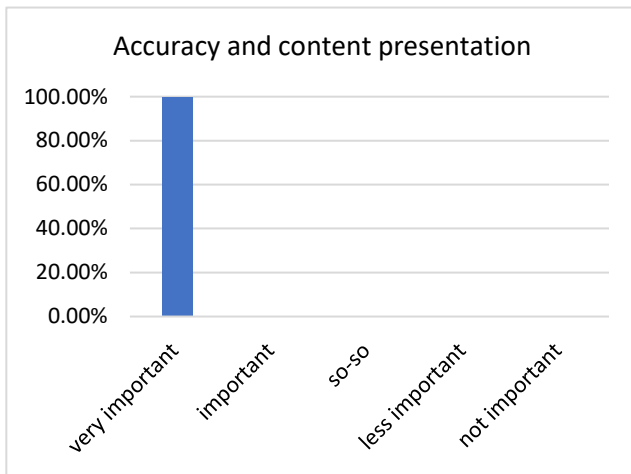
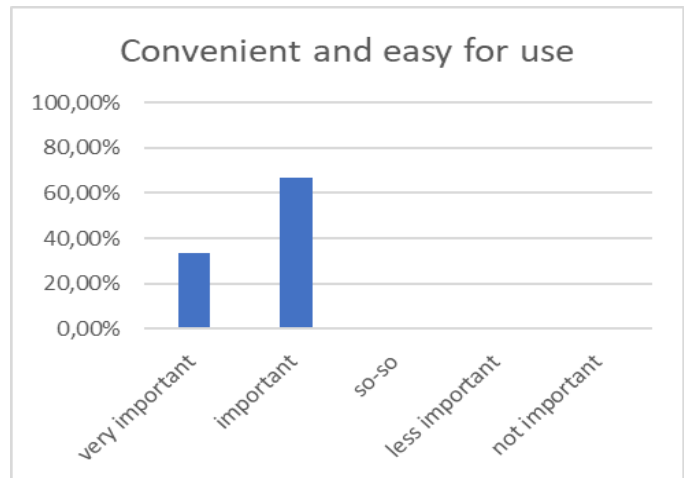Figure 22 Ranking results of sub-factor Accuracy and content presentation

Figure 23 Ranking result sub-factor Convenient and easy for use

Based on the results from the online discussion, the sub-factor Interactivity was included as optional. The experts pointed out the quality criterion was supposed to be less important in comparison to other factors (see Figure 24). Overall, the factor Learning Content and Learning Experience Design was considered to be important for the evaluation of OER.
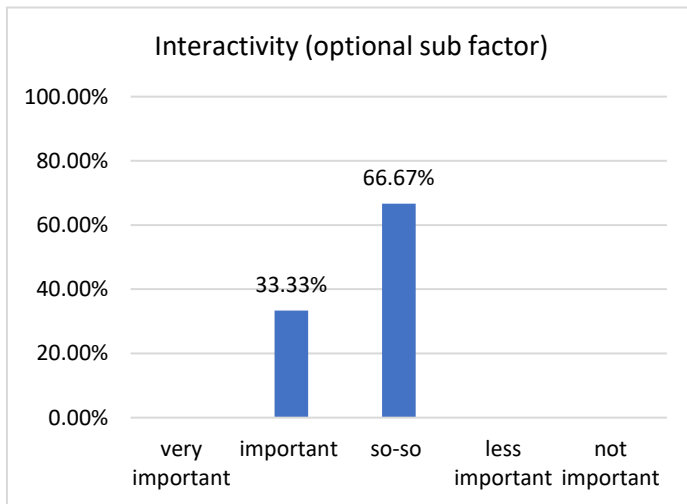

Figure 24 Ranking results of sub-factor Interactivity
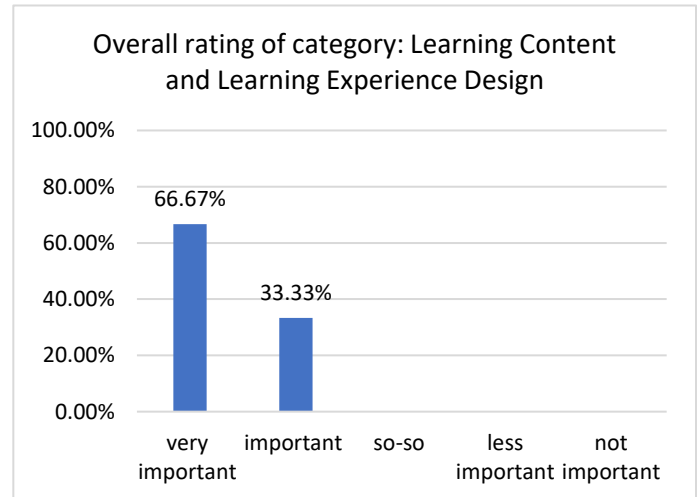

Figure 25 Ranking results of factor Learning Content and Learning Experience Design

The second factor Technological Issues consisted of three sub-factors. The quality of the final product was overall considered very important (see Figure 26), whereas experts agreed on the sub-factor Production value to be important (Figure 27).
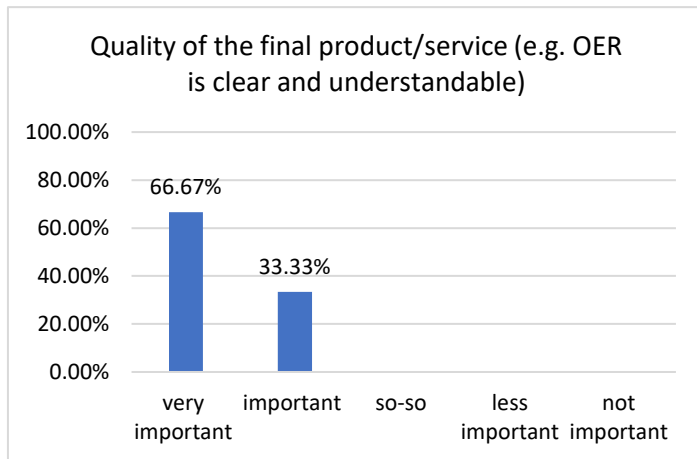
Quality of the final product/service (e.g. OER is clear and understandable)

Figure 26 Ranking results of sub-factor Quality of the final product
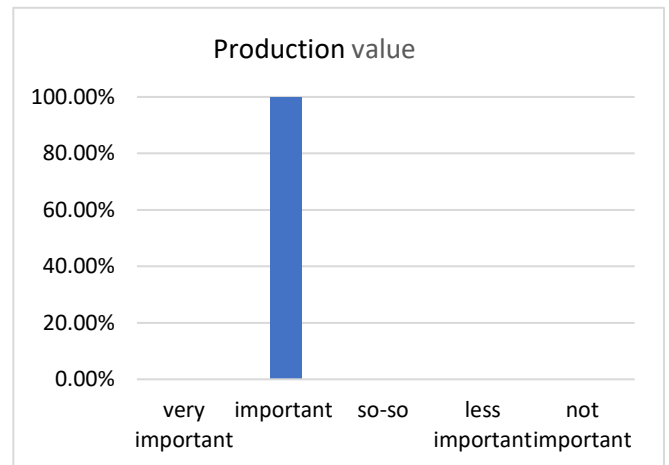
Production value

Figure 27 Ranking results of sub-factor Production Value

Information on the format of the OER were important to experts (Figure 28). Overall, the success factor technological issues was supposed to be important. One participant pointed out that *all of these technological dimensions strike me as important* (participant 2)*.
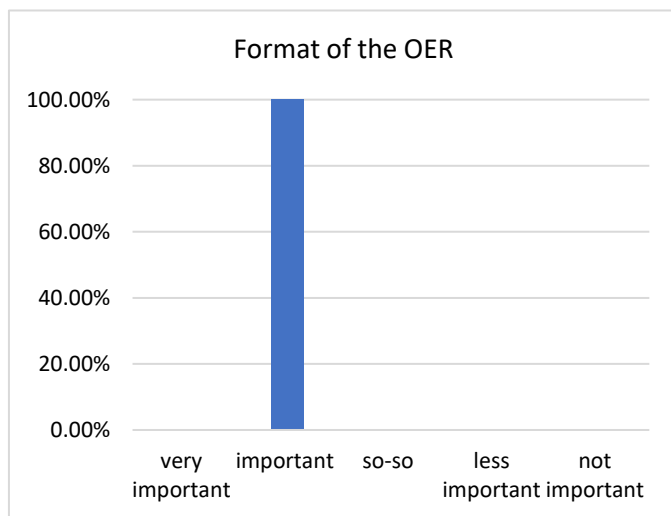
Format of the OER

Figure 28 Ranking results of sub-factor Format of the OER

Overall rating of category: Technological Issues
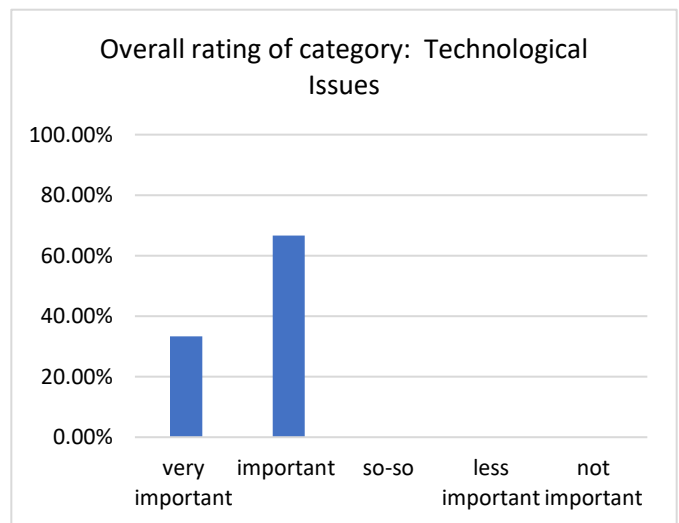

Figure 29 Ranking results Overall rating Technological issues

The success factor Learning Process and Pedagogy consisted of five sub-factors. Interestingly, not all experts highlight the need for information of the level of an open license (see Figure 30). However, OER should consist an information regarding pedagogical goals and approaches (see Figure 31).
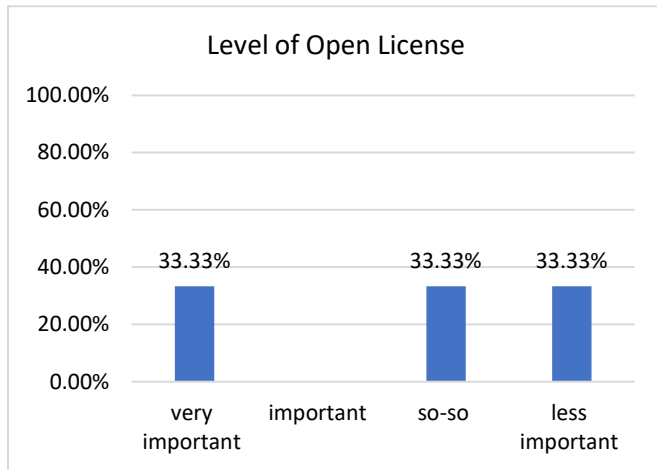
Figure 30 Ranking results Level of Open License
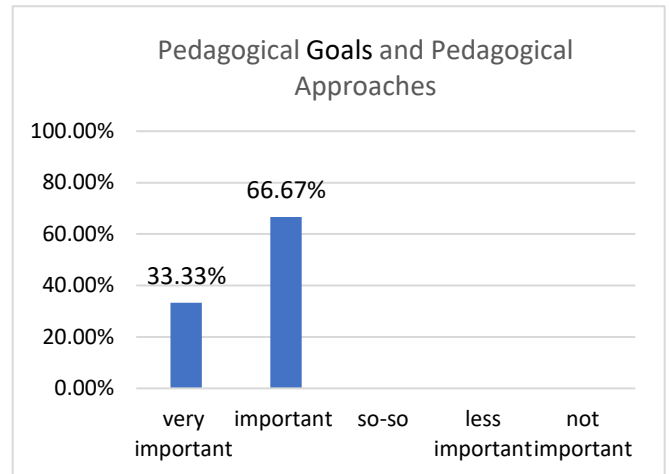
Figure 31 Ranking results Pedagogical Goals and Pedagogical Approaches

Figure 32 shows that information on citation style is considered an important quality criterion for OER. In addition, all participants perceive accessibility, inclusiveness, equality and cultural relevance as particularly important (see Figure 33).
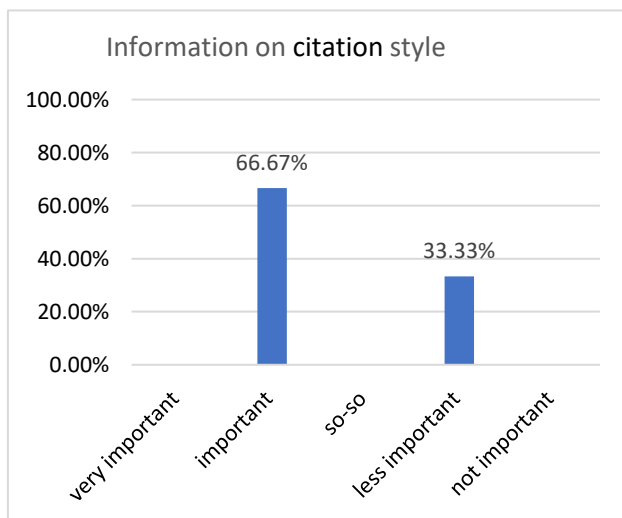
Figure 32 Information on Citation Style
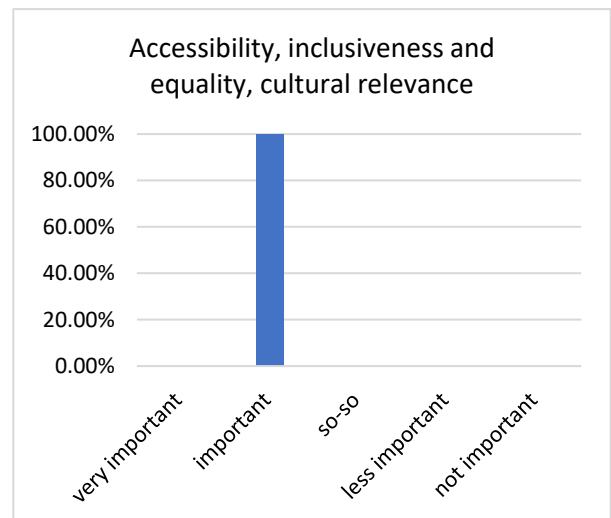
Figure 33 Accessibility, inclusiveness, equality and cultural relevance

Aspects of student engagement, assessment methods and self-assessment were added as a quality criterion for the evaluation of OER. Nonetheless, experts rated this factor as less important in comparison to other success factors (see Figure 34). This is consistent with the following outcome: overall, the importance of the success factor Learning Process and Pedagogy is rated differently by all participants (from very important to so-so, see Figure 35).
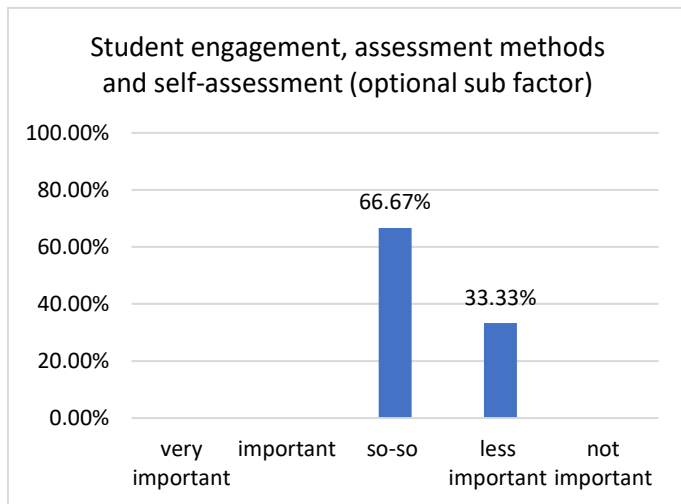
Figure 34 Student engagement, assessment methods and self-assessment
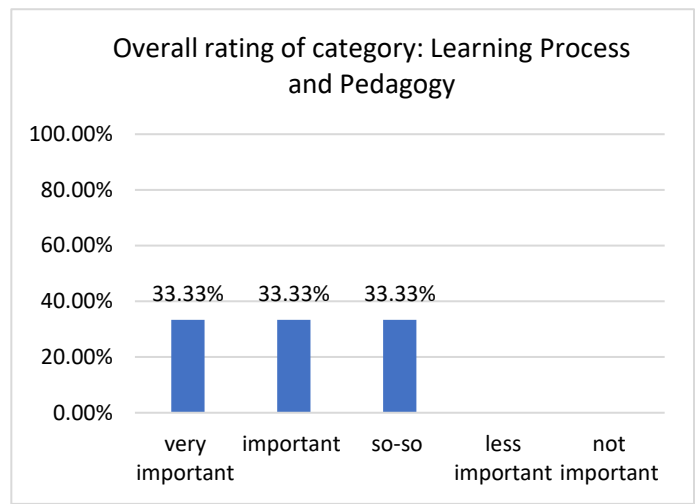
Figure 35 Overall rating of category: Learning Process and Pedagogy

The success factor value-added services consists of four sub-factors. Figure 36 shows that multilingual aspects and the understandability in natural language was considered neither important nor unimportant. The same result can be seen in the question to what extent evaluation of OER by users is important for experts (see Figure 37).
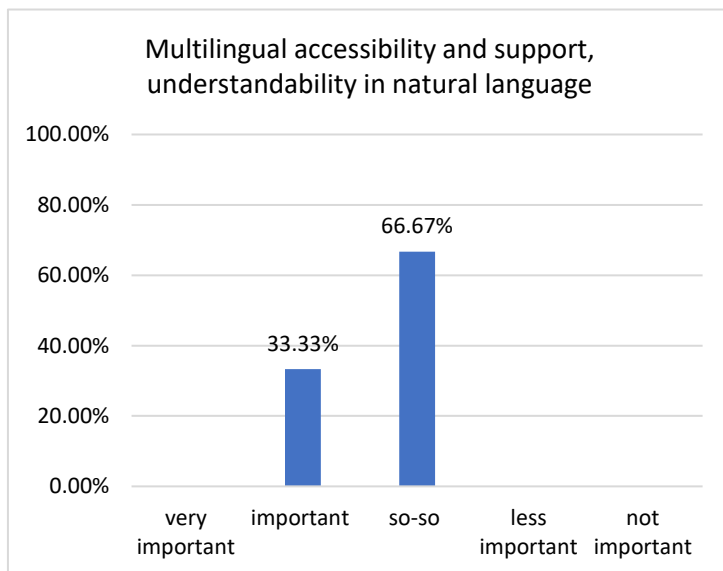
Figure 36 Multilingual accessibility and support, understandability in natural language
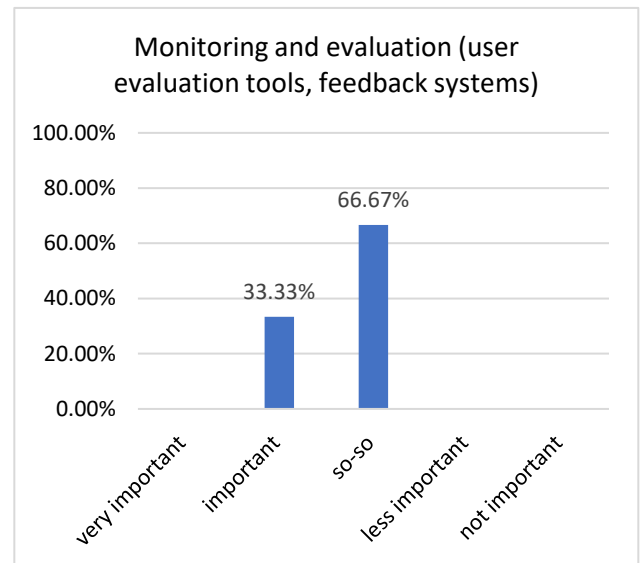
Figure 37 Monitoring and evaluation (user evaluation tools, feedback systems)

We asked for the relevance of a peer-review process for OER. The results show that OER experts rank this factor in different levels of importance (from important to less important, see Figure 38). As part of the revision of the OER success factor framework, the sub-factor conformity with EU-GDPR was added.

However, this factor was recognized as less important. One participant comment that this factor is only relevant in the EU: *Of note, as a Canadian, this matter was not relevant to me, and was scored low: Conformity with EU-GDPR* (participant 3).
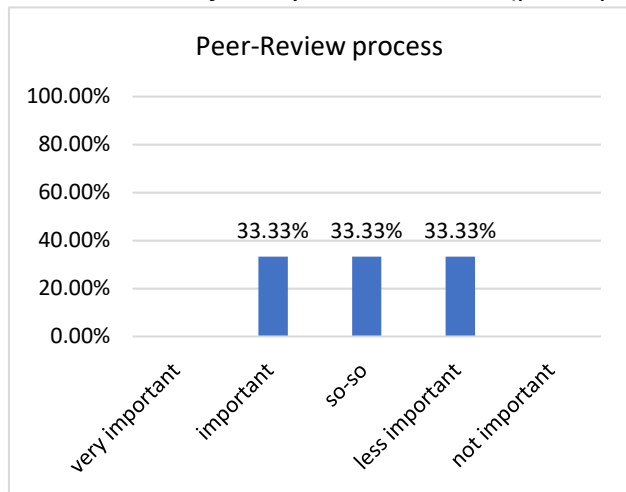
Figure 38 Peer-Review process
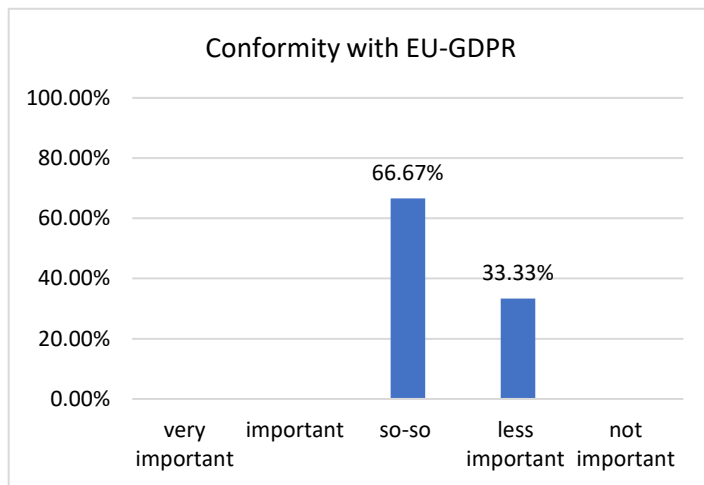
Figure 39 Conformity with EU-GDPR

Figure 40 shows the result of the overall rating of the success factor value-added services. Interestingly, experts agree that this factor is in general considered moderately important.
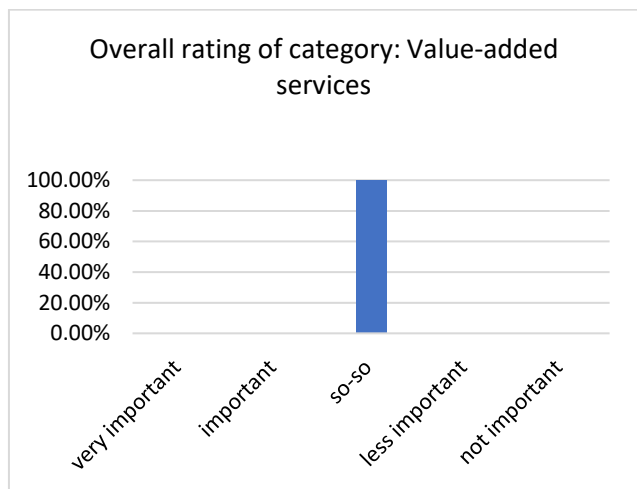
Figure 40 Overall rating of category: Value-added services

Figure 41 shows the result of the overall rating of the four main success factors. Experts high-light the importance of the factors Learning Content and Learning Experience Design and Technological Issues. In comparison, the category Value-Added Services was considered less important.
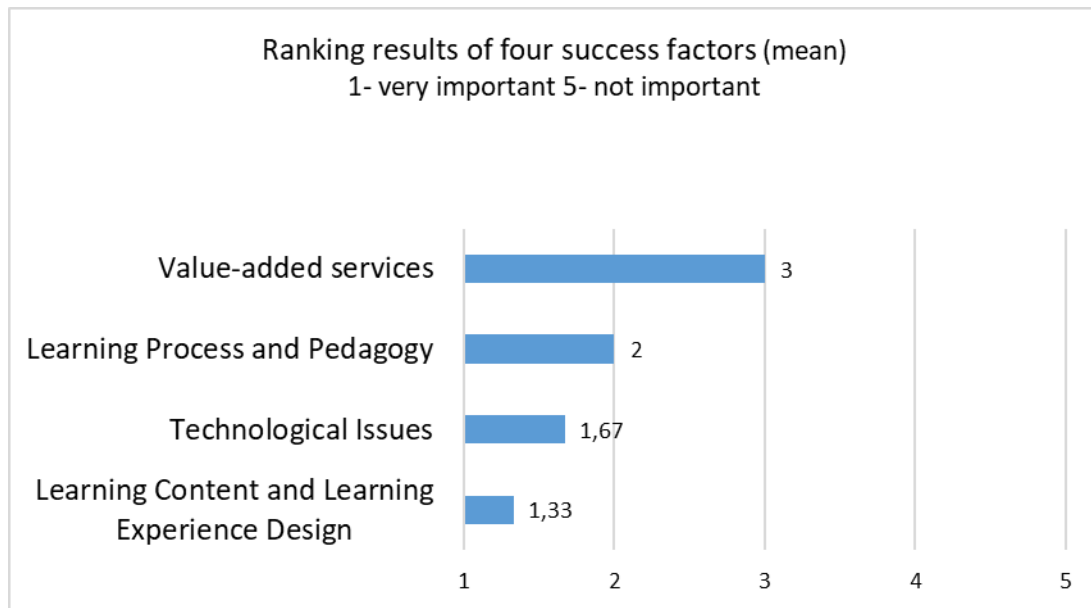
Figure 41 Ranking results of the four success factors

Experts were asked if they have further comments on the revised OER framework. Based on the previous online discussion, one participant hightlights that the *new formulation of the success factors is more clear than the previous version and most issues that were identified during the discussion are addressed within the adapted form* (participant 2).

6. Revised Success Factors

Overall, our work on IO4 showed that the DECriS Methodological Framework for evaluation of OERs works in practice as an evaluation tool for OER. However, we have to consider that students and instructors perceive the relevance of the success factors differently. For example, while meta data is an important element for instructors, students especially focus on the content quality. The case studies on how these success factors work in practice (attached in the appendix of this document) and how they can help other instructors to apply the framework to their own work.

Based on the results in the previous sections, the success factors were updated by the DECriS IO3 project team and for each of the success factors a short description added. This led to the final version of the success factors as presented in table in the attachment *Revised Version of DECriS Framework for Evaluation of OER.*

7. References

[1.] Okoli, C., Pawlowski, S. D. (2004): The Delphi method as a research tool: an example, design considerations and applications, Information & Management (42:1), pp. 15–29. https://doi.org/10.1016/j.im.2003.11.002

8. Appendix

Questionnaire for Student Survey

1. Do you know what an OER is? Please explain the term OER in your own words. (open)

2. Did you ever participate in producing and publishing OER (e.g. as part of a class activity)? (open)

3. Did you ever use existing OER during your studies? (single choice)

    Yes

    No

    I am not sure

4. From where have you used OER? (multiple choice)

    I used it from a repository

    I used Google

    My professor provided OERs

    Other

5. What kind of OER were you using? (Multiple Choice)

    Print media (e.g. books, written materials)

    Visual media (e.g. online videos, screencasts)

    Audio media (e.g. podcasts, …)

    Presentation slides

    Interactive OER (e.g. courses, quizzes)

    Other

6. How were OERs implemented in teaching? (single choice)

    OERs were integrated into class.

    Professors provided OERs, which I could use to learn at my own pace (outside of the class)

    I used OERs as additional learning material (not provided by my instructor).

    Other

Benefits

7. Why do you use OER? (open question)

8. Please rate the following quality criteria for OER according to their importance (1 –very important, 5, not important)

Learning Content and Learning Experience Design (very important (1) important (2) so-so (3) less important (4) not important (5))

Accuracy and Comprehensive OER Description with Standardized Metadata (very important (1) important (2) so-so (3) less important (4) not important (5))

Alignment (e.g. OER is has educational value, is efficient and appropriate) 1-5

Authority (e.g. registration is required to share OER) 1-5

Availability (e.g. ease of access) …

Breadth of perspectives (e.g. OER reflects multiple perspectives) …

Content quality

Convenient, easy for use and cost saving

Interactivity

very important

important

so-so

less important

not important

Learning Management System (LMS) and Technological Tools (very important (1) important (2) so-so (3) less important (4) not important (5))

LMS and Technological issues

Quality of the Final product/Service (e.g. OER is clear and understandable)

Learning Process and Pedagogy (very important (1) important (2) so-so (3) less important (4) not important (5))

Accessibility, Inclusiveness and Equality, Cultural relevance

Open Licensing (openness, open access)

Pedagogical Goals and Pedagogical Approaches

Student engagement, assessment methods and self-assessment

Value-Added Services (very important (1) important (2) so-so (3) less important (4) not important (5))

Multilingual accessibility and support, understandability in natural language

Monitoring and evaluation (user evaluation tools, feedback systems)

National and International Collaboration

Peer-review process

9. Are there any further quality aspects of OER important to you, which have not been mentioned in the previous success factors? (Open)

10. In your opinion should OERs be user-centered focusing on

       personalization,

       implementation of gamification,

       supporting creativity and innovation,

       storytelling,

       being challenge-based,

       intention to support design thinking

11. In your opinion should OERs consider a student's learning style (choose what you think is relevant:

       activists: learning by doing,

       reflectors: learn by observing and thinking,

       pragmatists: keen on trying things out,

       theorists: like to understand the theory behind the actions

Challenges

12. What are the reasons or barriers for you not to use OER (more)? (open question)

Potential

13. What guidance would you give to faculty and staff regarding the potential adoption of OER in courses and programs? (open question)
14. How do you see the future of OER for study programs and teaching? (open question)

Questionnaire for Expert Survey (first phase of Delphi Study)

Dear participant,

thank you for participating in the *DECriS* project: *Times when there is no alternative*. The following survey deals with the evaluation of quality criteria for OER. Success factors were collected within an extensive literature research. It takes approximately 10 minutes to finish the survey.

Success Factors: Learning Content and Learning Experience Design

Please rate the following quality criteria for OER according to their importance (1-very important, 5-less important) for you:

1. Accuracy and comprehensive OER description with standardized metadata
2. Alignment (e.g. OER is has educational value, is efficient and appropriate)
3. Authority (e.g. registration is required to share OER)
4. Availability (e.g. ease of access)
5. Breadth of perspectives (e.g. OER reflects multiple perspectives)
6. Content quality
7. Convenient, easy for use and cost saving
8. Interactivity
9. Overall rating of category: Learning Content and Learning Experience Design

Success Factors: Learning Management System

1. LMS and technological issues
2. Quality of the final product/service (e.g. OER is clear and understandable)
3. Overall rating of category: Learning Management System (LMS) and Technological Tools

Success Factors: Learning Process and Pedagogy
1. Accessibility, Inclusiveness and Equality, Cultural relevance
2. Open Licensing (openness, open access)
3. Pedagogical Goals and Pedagogical Approaches
4. Student engagement, assessment methods and self-assessment
5. Overall rating of category: Learning Process and Pedagogy

Success Factors: Value-added Services
1. Multilingual accessibility and support, understandability in natural Language
2. Monitoring and evaluation (user evaluation tools, feedback systems)
3. National and International Collaboration
4. Peer-Review process
5. Overall rating of category: Value-added services

Additional success factors

Are there any further quality aspects of OER important to you, which have not been mentioned in the previous success factors?

Demographic questions
Do you agree to state your name, so that we might use your personal answers in the Delphi discussion to facilitate discussion?

Years of teaching experience:
5 years
6-10 years
11-20 years
Over 20 years

Moderation Guideline for Delphi Study (second phase of Delphi Study)

Phase (moderators)	Main questions	Support questions
Welcome and intro-duction	Thank you for willingness to participate Aim to discuss and evaluate the critical success fac-tors for evaluation of OER defined in DECriS project Duration: Max. 2 hours Data will only be published anonymized. Explain procedure completely. Ok, if will be recorded? Ok, if we show your survey answers in an non-anony-mized way for discussion purposes? Ok, if your name is mentioned in a list of experts for this Delphi study? Questions on procedure?	
Warm-up	What is your professional context and your relation to OER?	What is your expe-rience with OER creation? How did you use OER be-fore?
Discussion of survey results	Overview of success factors (slides) Presentation of student survey results and compari-son of these results with expert survey How would you explain these differences between students and experts? What might be the reasons?	Ask experts di-rectly, why per-ceived one success factor im-portant/not im-portant. Confront experts with different opinions - e.g. X has perceived fac-tor A important

		and Y unimportant - why X and Y?
Discuss misunder-standings	Which success factors were not clear to you? Where did you have issues to understand what is the difference between two or various factors?	Describe how factor was defined in IO3 report. How might be reformulate this factor so that it is better understandable?
Agree on final list	Are there any success factors missing?	Can they be included in existing categories or should it be added?
Mapping success factors to practices at participants' HEIs	Which of the success factors did you already use/implement/consider in your previous work with OER? How could you use/implement/consider these success factors in your future work? Do you see specific use cases? Could you think of other projects at your HEI where these success factors could be usable? How?	
Closing	Thank you for your participation In approx one week we will send a short follow-up survey. Please fill it out. Results will be presented in Zagreb ME and will be published in a report on IO4 on project website (and maybe a publication).	

Questionnaire for Expert Survey (third phase of Delphi Study)

Dear participant, thank you for participating in the DECriS project: Times when there is no alternative. The following survey deals with the evaluation of quality criteria for OER. Success factors were edited and adpated based on the expert discussion. Please, review the OER framework and success factors. Your feedback is highly appriciated. It takes approximately 15 minutes to finish the survey.

Adapted OER Framework

This is an overview of the updated OER framework, based on the previous online discussion. Is the new formulation of the success factors now clearer? Is there anything that still should be described better, e.g. by adding examples? Do you find any further success factors missing?

IO 4 Course Evaluation Form

Based on 4Ds for 5Rs of OERs - DECriS Methodological Framework

for evaluation of OERs

Partner Institution:

Is this OER used as part of a course at your institution (please mark)?

Yes / No

If Yes:

Name of Teacher:

Title of Course:

Language of Course:

Level (BA/MA):

URL to course description:

OER's Title:

Address/ URL:

Domain:

Author:

Organisation:

Definition of OER: "Open Educational Resources (OER) are learning,

teaching and research materials 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" (UNESCO, 2022)

Type of OER:

Describe (presentation, video, text, quiz, assessment …) Content ?

Success Factor 1: Learning Content and Learning Experience Design

Alignment (e.g. OER is has educational value, is efficient and appropriate)

very important

important

so-so

less important

not important

Authority (e.g. registration is required to share OER)

very important

important

so-so

less important

not important

Breadth of perspectives (e.g. OER reflects multiple perspectives)

very important

important

so-so

less important

not important

Please rate the following quality criteria for OER according to their importance for you:

Standardized metadata

very important

important

so-so

less important

not important

Accuracy and content presentation

very important

important

so-so

less important

not important

Convenient and easy for use

very important

important

so-so

less important

not important

Interactivity (optional sub factor)

very important

important

so-so

less important

not important

Overall rating of category: Learning Content and Learning Experience Design

very important

important

so-so

less important

not important

Success Factor 2: Technological Issues

Quality of the final product/service (e.g. OER is clear and understandable)

very important

important

so-so

less important

not important

Production value

very important

important

so-so

less important

not important

Format of the OER

very important

important

so-so

less important

not important

Overall rating of category: Technological Issues

very important

important

so-so

less important

not important

Success Factor 3: Learning Process and Pedagogy

Level of Open License

very important

important

so-so

less important

not important

Pedagogical Goals and Pedagogical Approaches

very important

important

so-so

less important

not important

Information on citation style

very important

important

so-so

less important

not important

Accessibility, inclusiveness and equality, cultural relevance

very important

important

so-so

less important

not important

Student engagement, assessment methods and self-assessment (optional sub factor)

very important

important

so-so

less important

not important

Overall rating of category: Learning Process and Pedagogy

very important

important

so-so

less important

not important

Success Factor 4: Value-added Services

Multilingual accessibility and support, understandability in natural language

very important

important

so-so

less important

not important

Monitoring and evaluation (user evaluation tools, feedback systems)

very important

important

so-so

less important

not important

Peer-Review process

very important

important

so-so

less important

not important

Conformity with EU-GDPR

very important

important

so-so

less important

not important

Overall rating of category: Value-added services

very important

important

so-so

less important

not important

Framework? Are there any additional thoughts that came up after our previous focus group discussion you would like to share?

Demographic questions

Years of teaching experience:

5 years

6-10 years

11-20 years

over 20 years

Thank you for your participation!

Revised Version of DECriS Framework for Evaluation of OER

Partner Institution:
Is this OER used as part of a course at your institution (please mark)? Yes / No
If Yes:
Name of Teacher:
Title of Course:
Language of Course:
Level (BA/MA):
URL to course description:

OER's Title:
Address/ URL:
Domain:
Author:
Organisation:
Definition of OER: "*O*pen Educational Resources (OER) are learning, teaching and research materials <u>in any format and medium</u> 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" (UNESCO, 2022)

Type of OER: Describe (presentation, video, text, quiz, assessment …)	Content?		Activity?	

General description/any further comments:

Language of OER:

Criteria	Criterion is applicable/not applicable	Please elaborate how these quality criteria are implemented in this OER (complete only fields that are applicable for this OER)
Learning Content and Learning Experience Design		
Standardized metadata (detailed description and data about OER available?)	□ yes □ no	

Alignment (relevant, aligned to the catalog's course description and student learning outcomes?)	□ yes □ no	
Authority (author(s), affiliation)	□ yes □ no	
Breadth of perspectives (reflects multiple perspectives and points of view on course topics?)	□ yes □ no	
Accuracy and content presentation (accurate and current information with appropriate coverage of material? Appropriate content structure and presentation?)	□ yes □ no	
Convenient and easy for use	□ yes □ no	
Interactivity (optional)	□ yes □ no	
Technological Issues		
Format of the OER (e.g. picture, video)	□ yes □ no	
Quality of the final product (content in the OER is clear and understandable, if applicable: interface and design are easy to navigate)	□ yes □ no	
Production value (high quality of video and audio (if included), contains no spelling errors or typos?)	□ yes □ no	
Learning Process and Pedagogy		
Accessibility, inclusiveness, equality and cultural relevance (accessible to all, including learners with disabilities and of different cultural backgrounds?)	□ yes □ no	
Level of Open License (terms of use are clearly specified?)	□ yes □ no	
Information on citation style	□ yes □ no	
Pedagogical Goals and Pedagogical Approaches (learner-centred, promotes active learning, class participation, and/or collaboration?)	□ yes □ no	
Student engagement, assessment methods and self-assessment (op-	□ yes □ no	

tional) (effective and engaging assess-ments of learning outcomes and course objectives?)		
Value-Added Services		
Linguistic accessibility, understanda-bility (multilingual support, reduced linguistic complexity, consistency of language and key terms?)	□ yes □ no	
Monitoring and evaluation (tools/mechanisms) (quality control mechanism/tools included?)	□ yes □ no	
Peer-review process	□ yes □ no	
Conformity with EU-GDPR	□ yes □ no	
Further relevant criteria or relevant points regarding the quality of the OER you would like to add:		
Any criteria that you found unclear:		
Any further comments:		

Collected Case Studies on the Use of OER at the Partners' HEIs

Partner Institution: **University of Barcelona**

Is this OER used as part of a course at your institution (please mark)? **Yes** / No
<u>If Yes:</u>
Name of Teacher: Cristóbal Urbano and Amadeu Pons, Prof. DSc
Title of Course: Tècniques de treball i Comunicació
Language of Course: Catalan/Spanish
Level (BA/MA): Bachelor's degree in Law
URL to course description: http://grad.ub.edu/grad3/plae/AccesInformePD?curs=2021&codi-Giga=362576&idioma=ENG&recurs=publicacio
(Curricula, version in English)

OER's Title: Google Search (Advanced) + Google Scholar. Tema 8. Introducció a la cerca i ús d'informació
Address/ URL: http://diposit.ub.edu/dspace/handle/2445/190373
Domain: diposit.ub (University of Barcelona's institutional repository)
Authors: Cristóbal Urbano; Amadeu Pons; Rosa Maria Satorras
Organisation: University of Barcelona. Faculty of Information and Audisuals Media

Powerpoint presentation with audio (Audio-PPTs) CC BY	Multilingual learning material for facilitating learning (with visual and audio explanations)

General description/any further comments:
The ppt-audio is part of a set of learning materials of the same characteristics, available in two idiomatic versions (Catalan and Spanish) and, mainly, aimed to explain the search of Information (in search engines, specialized databases, etc), citation and referencing and how to avoid plagiarism. Used in six degrees of the University of Barcelona: Law, Criminology, Political Science, Management and Public Administration and Labor Relations. This is a collaborative work of OER creation by a team of teachers of UB LIS School, who are teaching this subject in the degrees referred previously-
Language of OER: Catalan and Spanish

Criteria (in alphabetical order)	Please elaborate how these quality criteria are implemented in this OER (complete only fields that are applicable for this OER)	Points from 1 to

		5 (high-est) >= 3 is good
Learning Content and Learning Experience Design		
Accuracy and Comprehensive OER Description with Standardized Metadata	Satisfactory description of metadata, accordingly to the metadata standard let by the institutional repository "Dipòsit Digital". However there is not proper or specific educational metadata, since the repository uses **DC not enriched with LOM or other educational metadata standards** The metadata include author, title, date, rights, type, etc. The **full metadata record** is available here: http://diposit.ub.edu/dspace/handle/2445/190373?mode=full	3
Alignment	The different PPT-Audios **align to the course content and support to the student learning outcomes** of this transversal subject of the first course in diverse degrees. It is suitable for the junior students who are introducing themselves in the university and for the final research / academic assignment they are required to complete.	5
Authority	Professor Cristobal Urbano and the rest of the teaching team from the UB LIS School (Amadeu Pons, Pedro Rueda, Marta Somoza, Francesc Grimau, Gema Santos-Hermosa, etc) who have created this series of PPT-Audio materials are recognized experts in the field of information search, specialized datasabases in law and other topics included in this subject.	5
Availability	**Open Access from the UB's institutional repository,** concretely from its **specific teaching collection "OMADO"**: http://diposit.ub.edu/dspace/handle/2445/2 One of these Audio-PPTs is available from: http://diposit.ub.edu/dspace/handle/2445/190373	5
Breadth of perspectives	**Polyvalent learning material,** aligned to the inclusive and multilingual aspects of the UNESCO OER Recommendations and created with an open license that lets their reuse for other faculty and learners.	4
Content quality	The quality of educational content is on high level and with **contribution of different distinguish authors in LIS field**. As previously was commented, these materials are the result of a collaboration of several teachers**.** The audio explanations are tailored to the textual and graphical content. All the contents have been **discussed by the teaching team and** also they have been **corrected by the UB's Language Service** before its publication.	4

Convenient, easy for use and cost saving	The Audio-PPTs are easy to be retrieved (from virtual classroom and the repository) and used. They are free of charge and open educational resources to be accessed, used and reused by teachers and learners.	5
Interactivity	The Audio-PPTs provide an extra help (audio-explanation and some demos and examples to be followed by learners). However, they do not provide options for students to test their knowledge of the material (self-activities, for instance). They **don't include specific interactive features that other digital formats let** to introduce.	2
Learning Management System (LMS) and Technological Tools		
LMS and Technological issues	The Audio-PPTs are available in Microsoft Powerpoint, Microsoft Powerpoint XML and pdf formats and they can be used in different devices. However, they have been created with a proprietary software and not open source, so users need to have the proper software to access to the material. As for the LMS, materials are available in the UB LMS Platform (Moodle) and the institutional repository but both digital platforms are not directly connected.	2
Quality of the Final product/Service	The quality of the final product is good but, of course, can be improved. As we have commented, some kind of feedback (in form of self-activities) and other characteristics that allow interaction with the learners can be added. More options of inclusivity (different learning paths and goals, more accurate gender treatment, etc) can be also added.	4
Learning Process and Pedagogy		
Accessibility. Inclusiveness and Equality. Cultural relevance.	Cultural relevance is focused on the Spanish context and kind of students to which are targeted. The content is inclusive, from the perspective of accessibility for students with visual impairment since they include audio explanations. However, in some part that audio is closely linked to what is seen, it don't guarantee to be fully understood without. On the other hand, the images don't have alternate text (tags, labels) that can be read by machines. In addition some other options of inclusivity (different learning paths and goals, more accurate gender treatment, etc) can be added.	3
Open Licensing	License CC BY: Attribution 4.0 International. This lets that the resources can be reused for adaptation to different contexts, languages, pedagogies, etc.	5

Pedagogical Goals and Pedagogical Approaches	The Audio-PPTs are in line to the pedagogical goals and methodology of the subject, course and kind of students.	5
Student engagement, assessment methods and self-assessment	As we have previously commented, the Audio-PPTs don't include self-assessment (and this is some improvement that can be added). However, since materials complement the learning process in a face-to-face classroom, activities are performed directly in the classroom, in form of practical exercises. There are some self-assessment online questionaries also available in the virtual classroom, but they are not part of the Audio-PPTs.	2
Value-Added Services		
Linguistic accessibility. Understandability	Available and accessible in two languages. Catalan and Spanish. Audio lets to understand better the concepts and examples. It also allows self-learning and autonomy of learners.	5
Monitoring and evaluation (tools/mechanisms)	although there was a good experience of the use of the Audio-PPTs during the pandemic lockdown, they have not been updated since them. It is possible that they would need to be tested and improved in the next years of teaching.	2
National and International Collaboration	The Audio-PPTs are result of two institutional collaborations: a) a team of teachers in LIS School and 2) collaboration between the LIS School and the Law School of University of Barcelona.	4
Peer-review process	The peer-review process has been carried out by the teaching team itself, which has discussed the contents and has collaborated to create the final versions.	4
Total score:		69 (out of 90 points)

Partner Institution: University of Zagreb University Computing Centre (SRCE)
Is this OER used as part of a course at your institution (please mark)? **Yes** / No

If Yes:

Name of Teacher: n/a (self-paced online course)

Title of Course: Uporaba Creative Commons licenci na obrazovnim sadržajima

Language of Course: Croatian |

Level (BA/MA): n/a (SRCE Educational Programs)

URL to course description: https://www.srce.unizg.hr/uporaba-creative-commons-licenci-na-obrazov-nim-sadrzajima

OER's Title: Uporaba Creative Commons licenci na obrazovnim sadržajima

Address/URL: https://www.srce.unizg.hr/osnovni-tecajevi/popis-tecajeva/uporaba-creative-commons-licenci-na-obrazovnim-sadrzajima

Domain: https://www.srce.unizg.hr

Author(s): Birkić, Tamara, Jurak, Tamara

Organisation: University of Zagreb University Computing Centre (SRCE)

Type of OER: Describe (presentation, video, text, quiz, assessment …)	Content	Activity
	Course (text, pictures, quizzes)	In this course, participants are introduced to Creative Commons licenses, along with instructions on how to choose the appropriate licence for their resources or read the license terms within the existing educational content.

General description/any further comments:
This course is intended for authors of educational content, primarily teachers, who want to familiarize themselves with the rights that belong to them as authors, and who want to publish their educational content in open access under the terms of Creative Commons (CC) licenses.

Language of OER: Croatian

Criteria (in alphabetical order)	Please elaborate how these quality criteria are implemented in this OER (complete only fields that are applicable for this OER)	Points from 1 to 5 (highest) >= 3 is good
Learning Content and Learning Experience Design		
Accuracy and Comprehensive OER Description with Standardized Metadata	Website: basic description includes course ID, title, course type, short description of learning outcomes and course content, prior knowledge required, and access link. LMS: impressum (course authors, editors, language editor) Information within the course are current and up to date. Publishing date not specified.	4

	Course description that is available on the website, it does not follow any standardized structure, but is uniformed for all SRCE Educational Programs.		
Alignment	Course content and activities are aligned with learning outcomes.	5
Authority	Authors specified, the course also has editors, peer-reviewer and language editor. Titles, affiliations and identifications for the authors are not provided, nor any further information about previous contributions and activities of the authors.	4
Availability	Course is discoverable and open for all, available at SRCE website under Educational Programs section: https://www.srce.unizg.hr/edu Access is provided using multiple login options: AAI@EduHr eIDs for academic community; The National Identification and Authentication System (NIAS) via e-Citizens system or it is possible to create a new local account within the LMS. 5Rs are met, the course is available under the following licence: CC BY-NC-SA 4.0.	5
Breadth of perspectives	This course reflects different perspectives as it presents the subject relevant to participant in multiple roles, both as a content creators and the users of the existing content created by others.	5
Content quality	The quality of educational content in the course is satisfactory; the information is accurate and current. This course has appropriate structure: Introduction, permissions and legislation, CC licenses, Types of CC licenses, Selecting and setting up CC licenses, CC licenses and open access, Completion of the course. Coverage of material in presented in a clear, logical manner, supplied with images, videos, examples, links, sources and activities for better understanding of the subject.	5
Convenient, easy for use and cost saving	The course is discoverable and easy to be located and used, free of charge and available for everyone.	5
Interactivity	This course provides effective and engaging learning experience. It contains multiple exercises, quizzes and	4

	activities aimed at achieving learning outcomes and providing interaction.	
Learning Management System (LMS) and Technological Tools		
• LMS and Technological issues	The course is available within the LMS (Moodle), learning content works within the existing system. It can be accessed anywhere, anytime, using popular devices that participants can use (tested on laptop and mobile), only requiring a reliable internet connection.	5
Quality of the Final product/Service	The course content is easy to navigate; images and videos are of a high quality. It is reviewed and edited before the publication (content editing, language editing). The overall quality considering all aspects of availability, learning experience, effectiveness, production quality, design and technological aspect is satisfactory and user-centered.	5
Learning Process and Pedagogy		
Accessibility. Inclusiveness and Equality. Cultural relevance.	The University Computing Center (Srce) aims to make its websites and solutions accessible in accordance with the The Law on Accessibility of Web Site and Programming Solutions for Mobile Devices of Public Sector Bodies (NN-Official Gazette 017/2019). The webpages and LMS that is used for SRCE Educational Programs is currently partially compliant with the Guidelines for Ensuring Digital Accessibility v1.1 due to the non-compliances that are clearly specified. The Statement of Accessibility regarding the LMS is available at https://www.srce.unizg.hr/LMS/izjava-o-pristupacnosti and it encourages providing feedback on accessibility. The content of the course is relevant for all in terms of CC licences usage, with some parts relevant for Croatian users and content creators in terms of legislation, and in accordance with the scope of SRCE as e-infrastructure and competences centre both for University of Zagreb and on the national level.	4

	The content of the course is user-centered and aimed at every individual, using inclusive language and context.	
Open Licensing	The course is available under open license with clearly defined terms of use: Attribution-NonCommercial-ShareAlike 4.0 International (CC BY-NC-SA 4.0).	5
Pedagogical Goals and Pedagogical Approaches	This self-paced online course provides a comprehensive learning experience and content for completing stated educational goals in a structured way and in accordance with learning outcomes available for every lesson.	5
Student engagement, assessment methods and self-assesment	The course engages participants and guides them towards completing the course in a structured way and with assessment at the beginning of the course and after completing the lesson. Certificate of the Completion provided for the participant after completing the course.	5
Value-Added Services		
Linguistic accessibility. Understandability	The course is available in Croatian. Translations are available within the browser. The language of the content is direct, clear and reduced of linguistic complexity. Key terms are consistent within the course content.	5
Monitoring and evaluation (tools/mechanisms)	All SRCE educational courses are regularly monitored by SRCE team and are revised in case of any changes regarding the course content or the need for improvements according to feedback provided by the participants. At the end of the course, there is an evaluation poll for users to provide detailed feedback on various aspects of the course (course duration, alignment of the content to prior knowledge of a participant, satisfaction with acquired knowledge on the subject, overall grade for the course (1-5), with open field for any additional comments, observations or suggestion)	4
National and International Collaboration	Terms of use allow collaborative adaptations and remixes (CC BY-NC-SA 4.0).	5

Peer-review process	The course is edited and peer-reviewed before the publication, along with language editing.	5
Total score:		85 (out of 90 points)

Partner Institution: *Faculty of Humanities and Social Sciences, University of Osijek*

Is this OER used as part of a course at your institution (please mark)? Yes / No

<u>If Yes:</u>

Name of Teacher: n/a (self-paced online course)

Title of Course: ACHIEVEMENTS AND ADVANCES IN INFORMATION SCIENCE

Language of Course: English, Croatian, Italian, Turkish

Level (BA/MA): n/a (EINFOSE/DECris Summer Schools)

URL to course description: https://einfose.ffos.hr/platform/pluginfile.php/1049/mod_resource/content/1/AAIS_Outline_ENG.pdf

OER's Title: ACHIEVEMENTS AND ADVANCES IN INFORMATION SCIENCE

Address/ URL: https://einfose.ffos.hr/platform/course/view.php?id=20

Domain: https://einfose.ffos.hr/

Domain: Library and Information Sciences (LIS)

Author: Tatjana Aparac Jelušić, Thomas Mandl, Sanjica Faletar Tanacković, Polona Vilar, Vittore Casarosa

Organisation: University of Osijek Faculty of Humanities and Social Sciences (Croatia), University of Hildesheim (Germany), Univerza v Ljubljani (Slovenia), Universitá di Pisa, Italia

Type of OER: Describe (presentation, video, text, quiz, assessment …)	Content	Activity
	Course (presentations, videos, text, pictures)	Activities (quizzes, exercises, further readings)

General description/any further comments: This OER (course) is intended for students, teachers and other interested actors who wants to expand their knowledge of the birth and development of Information Science (IS) as well as its connections to other scientific and academic disciplines and professions.

Language of OER: English, Croatian, Italian, Turkish		
Criteria (in alphabetical order)	Please elaborate how these quality criteria are implemented in this OER (complete only fields that are applicable for this OER)	Points from 1 to 5 (highest) >= 3 is good
Learning Content and Learning Experience Design		
Accuracy and Comprehensive OER Description with Standardized Metadata	The OER (course) outline includes: OER title, introduction, the description of content of OER (course) divided into four parts and the description of learning outcomes of the OER (course). Information within the course are current and up to date. Publishing date is not specified. Unequal course content in different languages. OER (course) description is comprehensive and uniformed for all OERs (courses) within EINFOSE Summer Schools.	4
Alignment	Course content and activities are aligned with following learning outcomes: "Upon completion of this OER learners will be able to: • identify the main features of the IS field, its branches, and profiles of information professionals; • understand and interpret the importance of information services and information institutions, and the tasks the latter provide in a modern society; • understand the importance of the dissemination of information to various user groups and individuals; • identify the main approaches with regard to information needs and information use; • organize and describe simple resources with metadata and linked data. • identify main professional organizations, journals and series with a goal to know which of these to approach in order to deepen owns knowledge and competencies."	5
Authority	Authors specified, and the course also has editors. However, titles, affiliations and identifications for the authors are not provided, as well as information about peer-reviewer and language editor, nor any further information about previous contributions and activities of the authors.	3

Availability	Course is discoverable and open for all, available at following website: https://einfose.ffos.hr/platform/course/view.php?id=20 The course is available under the following licence: CC BY-NC-SA 4.0.	5
Breadth of perspectives	This course reflects multiple perspectives and points of view on course topics as it is created by <u>five</u> authors who has different expertise within the broader field of information sciences (IS) which included a specific topic as such semantic web.	5
Content quality	The quality of educational content in the course is satisfactory, the information is accurate and current. This course has appropriate structure: (1) What is Information Science? and What is not? What is Information? (2) the development of profession and professional organizations, (3) Introduction to the organisation of information, (4) Semantic web and linked data. Coverage of material is presented in a clear, logical manner, supplied with presentations, images, videos, examples, links, sources and activities such as quizzes, exercises, further readings for better understanding of the topic.	5
Convenient, easy for use and cost saving	The course is discoverable and easy to be located and used, free of charge and available for everyone.	5
Interactivity	This course provides effective and engaging learning experience. It contains multiple exercises, quizzes and activities aimed at achieving learning outcomes and providing interaction.	4
Learning Management System (LMS) and Technological Tools		
• LMS and Technological issues	The course is available within the LMS (Moodle), learning content works within the existing system. It can be accessed anywhere, anytime, using popular devices that participants can use (tested on laptop and mobile), only requiring a reliable internet connection.	5

Quality of the Final product/Service	The course content is easy to navigate; images and videos are of a middle quality. It is reviewed and edited before the publication (content editing, language editing).	4
Learning Process and Pedagogy		
Accessibility. Inclusiveness and Equality. Cultural relevance.	The University of Osijek Faculty of Humanities and Social Sciences (FFOS) aims to make its websites and solutions accessible in accordance with the The Law on Accessibility of Web Site and Programming Solutions for Mobile Devices of Public Sector Bodies (NN-Official Gazette 017/2019). There is no mechanism for providing a feedback on accessibility. The content of the course is cultural relevant and inclusive at the national level but also at the international level.	4
Open Licensing	The course is available under open license with clearly defined terms of use: Attribution-NonCommercial-ShareAlike 4.0 International (CC BY-NC-SA 4.0).	5
Pedagogical Goals and Pedagogical Approaches	This self-paced online course provides a comprehensive learning experience and content for completing stated educational goals and in accordance with learning outcomes available for every lesson.	5
Student engagement, assessment methods and self-assesment	Certificate of the Completion can be provided on demand for the participant after completing the course.	4
Value-Added Services		
Linguistic accessibility. Understandability	The course is available in English, Croatian, Italian and Turkish. The language of the content is direct, clear and reduced of linguistic complexity. Key terms are consistent within the course content.	5
Monitoring and evaluation (tools/mechanisms)	All OERs (courses) are regularly monitored by project DECriS team and are revised in case of any	4

	changes regarding the course content or the need for improvements. There is no an evaluation poll for users to provide detailed feedback on various aspects of the course or place for giving the additional comments, observations or suggestion.	
National and International Collaboration	Terms of use allow collaborative adaptations and remixes (CC BY-NC-SA 4.0).	5
Peer-review process	The course is edited and peer-reviewed before the publication, along with language editing.	5
Total score:		82 (out of 90 points)

Partner Institution: University of Osijek Faculty of Humanities and Social Sciences (FFOS)
Is this OER used as part of a course at your institution (please mark)? **Yes** / No   If Yes: Name of Teacher: n/a (self-paced online course)   Title of Course: EVALUATION OF INFORMATION SERVICES   Language of Course: English, Turkish, German, Croatian   Level (BA/MA): n/a (EINFOSE/DECris Summer Schools)   URL to course description: https://einfose.ffos.hr/platform/course/view.php?id=21
OER's Title: EVALUATION OF INFORMATION SERVICES
Address/URL: https://einfose.ffos.hr/platform/course/view.php?id=21
Domain: https://einfose.ffos.hr/   Domain: Library and Information Sciences (LIS)
Author(s): Christian Schlögl, Elena Maceviciute, Baiba Holma and Kornelija Petr Balog
Organisation: Universität Graz (Austria), Högskolan i Borås (Sweden), University of Osijek Faculty of Humanities and Social Sciences (Croatia)

	Content	Activity

Type of OER: Describe (presentation, video, text, quiz, assessment …)	Course (presentations, videos, text, pictures)	Activities (quizzes, exercises, further readings)

General description/any further comments:
This OER (course) is intended for students, teachers and other interested actors who wants to expand their knowledge or fulfil the knowledge gaps regarding the effectiveness, efficiency and quality of information services and various evaluation approaches to ensure the best and the most useful service and experience in using them.

Language of OER: English, Turkish, German, Croatian

Criteria (in alphabetical order)	Please elaborate how these quality criteria are implemented in this OER (complete only fields that are applicable for this OER)	Points from 1 to 5 (highest) >= 3 is good
Learning Content and Learning Experience Design		
Accuracy and Comprehensive OER Description with Standardized Metadata	The OER (course) outline includes: OER (course) title, introduction, the description of content of OER (course) divided into four parts and the description of learning outcomes of the OER (course). Information within the course are current and up to date. Publishing date is not specified. OER (course) description is comprehensive and uniformed for all OERs (courses) within EINFOSE/DECris Summer Schools.	4
Alignment	Course content and activities are aligned with following learning outcomes: "Learners should be able to: • understand and interpret the importance of information services and information institutions, and the tasks the latter provide in a modern society, • identify the main approaches with regard to information needs and information use, • identify and evaluate those information resources necessary to perform a particular informational task, • identify the main features of the digital library management,	5

	• utilize appropriate methods and techniques in the measurement and evaluation of library/information resources and services, • understand the reasons for evaluation and types of evaluation, • select suitable evaluation methods, instruments, and indicators in relation to them, • design and use appropriate methods and techniques in the measurement and evaluation, • understand the importance of user-centered evaluation and different ways of soliciting user views."	
Authority	Authors specified, and the course also has editors. However, titles, affiliations and identifications for the authors are not provided, as well as information about peer-reviewer and language editor, nor any further information about previous contributions and activities of the authors.	3
Availability	Course is discoverable and open for all, available at following website: https://einfose.ffos.hr/platform/course/view.php?id=23 The course is available under the following licence: CC BY-NC-SA 4.0.	5
Breadth of perspectives	This course reflects multiple perspectives and points of view on course topics as it is created by four authors who has different expertise within the field of evaluation of information services.	5
Content quality	The quality of educational content in the course is satisfactory, the information is accurate and current. This course has appropriate structure: (1) Introduction, (2) Main approaches to evaluation of information services and a variety of measures used in evaluation, (3) Ensuring the quality of digital library services in different ways, (4) User-cantered	5

	evaluation and its information sources and (5) Benchmarking as an evaluation method. Coverage of material is presented in a clear, logical manner, supplied with presentations, images, videos, examples, links, sources and activities such as quizzes, exercises, further readings for better understanding of the topic.	
Convenient, easy for use and cost saving	The course is discoverable and easy to be located and used, free of charge and available for everyone.	5
Interactivity	This course provides effective and engaging learning experience. It contains multiple exercises, quizzes and activities aimed at achieving learning outcomes and providing interaction.	4
Learning Management System (LMS) and Technological Tools		
• LMS and Technological issues	The course is available within the LMS (Moodle), learning content works within the existing system. It can be accessed anywhere, anytime, using popular devices that participants can use (tested on laptop and mobile), only requiring a reliable internet connection.	5
Quality of the Final product/Service	The course content is easy to navigate; images and videos are of a middle quality. It is reviewed and edited before the publication (content editing, language editing). The overall quality considering all aspects of availability, learning experience, effectiveness, production quality, design and technological aspect is satisfactory and user-cantered.	4
Learning Process and Pedagogy		
Accessibility. Inclusiveness and Equality. Cultural relevance.	The University of Osijek Faculty of Humanities and Social Sciences (FFOS) aims to make its websites and solutions accessible in accordance with the The Law on Accessibility of Web Site and Programming Solutions for Mobile Devices of Public Sector Bodies (NN-Official Gazette 017/2019). There is no mechanism for providing a feedback on accessibility.	4

	The content of the course is cultural relevant and inclusive at the national level but also at the international level.	
Open Licensing	The course is available under open license with clearly defined terms of use: Attribution-NonCommercial-ShareAlike 4.0 International (CC BY-NC-SA 4.0).	5
Pedagogical Goals and Pedagogical Approaches	This self-paced online course provides a comprehensive learning experience and content for completing stated educational goals and in accordance with learning outcomes available for every lesson.	5
Student engagement, assessment methods and self-assesment	Certificate of the Completion can be provided on demand for the participant after completing the course.	4
Value-Added Services		
Linguistic accessibility. Understandability	The course is available in English, Turkish, German and Croatian. The language of the content is direct, clear and reduced of linguistic complexity. Key terms are consistent within the course content.	5
Monitoring and evaluation (tools/mechanisms)	All OERs (courses) are regularly monitored by DECRis team and are revised in case of any changes regarding the course content or the need for improvements. There is no an evaluation poll for users to provide detailed feedback on various aspects of the course or place for giving the additional comments, observations or suggestion.	4
National and International Collaboration	Terms of use allow collaborative adaptations and remixes (CC BY-NC-SA 4.0).	5
Peer-review process	The course is edited and peer-reviewed before the publication, along with language editing.	5
Total score:		82 (out of 90 points)

Partner Institution: *Faculty of Humanities and Social Sciences, University of Osijek*		
Is this OER used as part of a course at your institution (please mark)? Yes / No If Yes: Name of Teacher: n/a (self-paced online course) Title of Course: PRINCIPLES OF INFORMATION SEEKING AND RETRIEVAL Language of Course: English, Slovenian, German Level (BA/MA): n/a (EINFOSE/DECris Summer Schools) URL to course description: https://einfose.ffos.hr/platform/pluginfile.php/939/mod_resource/content/2/PISR%20OERs%20Outline.pdf		
OER's Title: ACHIEVEMENTS AND ADVANCES IN INFORMATION SCIENCE		
Address/ URL: https://einfose.ffos.hr/platform/course/view.php?id=20		
Domain: https://einfose.ffos.hr/ Domain: Library and Information Sciences (LIS)		
Author: Thomas Mandl, Andreu Sulé, Jan Pisanski, Polona Vilar, Stephanie Elbeshausen		
Organisation: University of Hildesheim (Germany), Univerza v Ljubljani (Slovenia)		
Type of OER: Describe (presentation, video, text, quiz, assessment …)	Content	Activity
	Course (presentations, videos, text, pictures)	Activities (quizzes, exercises, further readings)
General description/any further comments: This OER (course) is intended for students, teachers and other interested actors who wants to expand their knowledge of the Information Retrieval (IS), the advantages and disadvantages of human and automatic indexing, user's needs and behaviour, as well as user types.		
Language of OER: English, Slovenian, German		
Criteria (in alphabetical order)	Please elaborate how these quality criteria are implemented in this OER (complete only fields that are applicable for this OER)	Points from 1 to 5 (highest) >= 3 is good
Learning Content and Learning Experience Design		
Accuracy and Comprehensive OER	The OER (course) outline includes: topic title, introduction, the description of content of OER (course) divided	4

Description with Standardized Metadata	into four parts and the description of learning outcomes of the OER (course). Information within the course are current and up to date. Publishing date is not specified. Unequal course content in different languages. OER (course) description is comprehensive and uni-formed for all OERs (courses) within EINFOSE Summer Schools.	
Alignment	Course content and activities are aligned with following learning outcomes: "Upon completion of the course students will be able to: • Known about main differences of Information Retrieval systems • understand basic ranking algorithms • understand the relation between knowledge organization and search systems • know about controlling the search process • know about typical issues of user behavior • understand collaboration in searching • know systems for collaboration"	5
Authority	Authors specified, and the course also has editors. However, titles, affiliations and identifications for the authors are not provided, as well as information about peer-reviewer and language editor, nor any further information about previous contributions and activities of the authors.	3
Availability	Course is discoverable and open for all, available at following website: https://einfose.ffos.hr/platform/course/view.php?id=22 The course is available under the following licence: CC BY-NC-SA 4.0.	5
Breadth of perspectives	This course reflects multiple perspectives and points of view on course topics as it is created by five authors who has different expertise within the areas of Information retrieval (IR).	5
Content quality	The quality of educational content in the course is satisfactory, the information is accurate and current. This course has appropriate structure: (1) What is Information Retrieval? Information retrieval systems, (2) The search process, (3) Organization of	5

	Information in IR & User Behavior, (4) Collaborative Retrieval and Search Coverage of material is presented in a clear, logical manner, supplied with presentations, images, videos, examples, links, sources and activities such as quizzes, exercises, further readings for better understanding of the topic.	
Convenient, easy for use and cost saving	The course is discoverable and easy to be located and used, free of charge and available for everyone.	5
Interactivity	This course provides effective and engaging learning experience. It contains multiple exercises, quizzes and activities aimed at achieving learning outcomes and providing interaction.	4
Learning Management System (LMS) and Technological Tools		
• LMS and Technological issues	The course is available within the LMS (Moodle), learning content works within the existing system. It can be accessed anywhere, anytime, using popular devices that participants can use (tested on laptop and mobile), only requiring a reliable internet connection.	5
Quality of the Final product/Service	The course content is easy to navigate; images and videos are of a middle quality. It is reviewed and edited before the publication (content editing, language editing).	4
Learning Process and Pedagogy		
Accessibility. Inclusiveness and Equality. Cultural relevance.	The University of Osijek Faculty of Humanities and Social Sciences (FFOS) aims to make its websites and solutions accessible in accordance with the The Law on Accessibility of Web Site and Programming Solutions for Mobile Devices of Public Sector Bodies (NN-Official Gazette 017/2019). There is no mechanism for providing a feedback on accessibility. The content of the course is cultural relevant and inclusive at the national level but also at the international level.	4

Open Licensing	The course is available under open license with clearly defined terms of use: Attribution-NonCommercial-ShareAlike 4.0 International (CC BY-NC-SA 4.0).	5
Pedagogical Goals and Pedagogical Approaches	This self-paced online course provides a comprehensive learning experience and content for completing stated educational goals and in accordance with learning outcomes available for every lesson.	5
Student engagement, assessment methods and self-assesment	Certificate of the Completion can be provided on demand for the participant after completing the course.	4
Value-Added Services		
Linguistic accessibility. Understandability	The course is available in English, Slovenian and German. The language of the content is direct, clear and reduced of linguistic complexity. Key terms are consistent within the course content.	5
Monitoring and evaluation (tools/mechanisms)	All OERs (courses) are regularly monitored by project DECriS team and are revised in case of any changes regarding the course content or the need for improvements. There is no an evaluation poll for users to provide detailed feedback on various aspects of the course or place for giving the additional comments, observations or suggestion.	4
National and International Collaboration	Terms of use allow collaborative adaptations and remixes (CC BY-NC-SA 4.0).	5
Peer-review process	The course is edited and peer-reviewed before the publication, along with language editing.	5
Total score:		82 (out of 90 points)

Partner Institution: University of Osijek Faculty of Humanities and Social Sciences (FFOS)

Is this OER used as part of a course at your institution (please mark)? **Yes** / No

If Yes:

Name of Teacher: n/a (self-paced online course)

Title of Course: RESEARCH METHODOLOGY IN INFORMATION SCIENCE

Language of Course: English, Spanish, Catalan, Swedish

Level (BA/MA): n/a (EINFOSE/DECris Summer Schools)
URL to course description: https://einfose.ffos.hr/platform/pluginfile.php/1176/mod_resource/content/1/RMIS%20Outline.pdf

OER's Title: RESEARCH METHODOLOGY IN INFORMATION SCIENCE

Address/URL: https://einfose.ffos.hr/platform/course/view.php?id=21

Domain: https://einfose.ffos.hr/

Domain: Library and Information Sciences (LIS)

Author(s): Juanjo Boté, Johan Eklund, Gustaf Nelhans, Simona Turbanti and Vittore Casarosa

Organisation: Universitat de Barcelona (Spain), Högskolan i Borås (Sweden), Universitá di Pisa, Italia

Type of OER: Describe (presentation, video, text, quiz, assessment …)	Content	Activity
	Course (presentations, videos, text, pictures)	Activities (quizzes, exercises, further readings)

General description/any further comments:
This course is intended for students, teachers and other interested actors who wants to expand their knowledge or fulfil the knowledge gaps regarding research methods in Library & Information Science (LIS). The course combines theoretical and applied research designs, methodologies and approaches to evaluation of research.

Language of OER: English, Spanish, Catalan, Swedish

Criteria (in alphabetical order)	Please elaborate how these quality criteria are implemented in this OER (complete only fields that are applicable for this OER)	Points from 1 to 5 (highest) >= 3 is good
Learning Content and Learning Experience Design		
Accuracy and Comprehensive OER	The OER (course) outline includes: OER (course) title, introduction, the description of content of OER (course) divided	4

Description with Standardized Metadata	into five parts and the description of learning outcomes of the OER (course). Information within the course are current and up to date. Publishing date is not specified. OER (course) description is comprehensive and uniformed for all OERs (courses) within EINFOSE Summer Schools.	
Alignment	Course content and activities are aligned with following learning outcomes: "Learners should be able to: - understand the scientific research process and get acquainted with the main concepts in research; - learn basic research designs and methods used in LIS to carry out research including statistical tests; - develop skills of analysis and evaluation of scientific research articles; and - understand some of the research environments where IS postgraduates can work."	5
Authority	Authors specified, and the course also has editors. However, titles, affiliations and identifications for the authors are not provided, as well as information about peer-reviewer and language editor, nor any further information about previous contributions and activities of the authors.	3
Availability	Course is discoverable and open for all, available at following website: https://einfose.ffos.hr/platform/course/view.php?id=21 The course is available under the following licence: CC BY-NC-SA 4.0.	5
Breadth of perspectives	This course reflects multiple perspectives and points of view on course topics as it is created by five authors who has different expertise within the field of research methodology in information science.	5
Content quality	The quality of educational content in the course is satisfactory, the information is accurate and current. This course has appropriate structure: (1) Introduction to scientific research (Basic concepts related with scientific research; Description of the research question and hypothesis building; Correlation vs. causation explained;	5

	Conceptualization, operationalization and measurement;), (2) Research design, the logic of sampling and statistical tests, (3) Digital quantitative methods for text analysis, (4) Scholarly publishing and research evaluation and (5) Information visualization. Coverage of material is presented in a clear, logical manner, supplied with presentations, images, videos, examples, links, sources and activities such as quizzes, exercises, further readings for better understanding of the topic.	
Convenient, easy for use and cost saving	The course is discoverable and easy to be located and used, free of charge and available for everyone.	5
Interactivity	This course provides effective and engaging learning experience. It contains multiple exercises, quizzes and activities aimed at achieving learning outcomes and providing interaction.	4
Learning Management System (LMS) and Technological Tools		
• LMS and Technological issues	The course is available within the LMS (Moodle), learning content works within the existing system. It can be accessed anywhere, anytime, using popular devices that participants can use (tested on laptop and mobile), only requiring a reliable internet connection.	5
Quality of the Final product/Service	The course content is easy to navigate; images and videos are of a middle quality. It is reviewed and edited before the publication (content editing, language editing). The overall quality considering all aspects of availability, learning experience, effectiveness, production quality, design and technological aspect is satisfactory and user-centered.	4
Learning Process and Pedagogy		
Accessibility. Inclusiveness and Equality. Cultural relevance.	The University of Osijek Faculty of Humanities and Social Sciences (FFOS) aims to make its websites and solutions accessible in accordance with the The Law on Accessibility of Web Site and Programming Solutions for Mobile Devices of Public Sector Bodies (NN-Official Gazette 017/2019).	4

	There is no mechanism for providing a feedback on accessibility. The content of the course is cultural relevant and inclusive at the national level but also at the international level.	
Open Licensing	The course is available under open license with clearly defined terms of use: Attribution-NonCommercial-ShareAlike 4.0 International (CC BY-NC-SA 4.0).	5
Pedagogical Goals and Pedagogical Approaches	This self-paced online course provides a comprehensive learning experience and content for completing stated educational goals and in accordance with learning outcomes available for every lesson.	5
Student engagement, assessment methods and self-assesment	Certificate of the Completion can be provided on demand for the participant after completing the course.	4
Value-Added Services		
Linguistic accessibility. Understandability	The course is available in English, Spanish, Catalan and Swedish. The language of the content is direct, clear and reduced of linguistic complexity. Key terms are consistent within the course content.	5
Monitoring and evaluation (tools/mechanisms)	All OERs (courses) are regularly monitored by project DECriS team and are revised in case of any changes regarding the course content or the need for improvements. There is no an evaluation poll for users to provide detailed feedback on various aspects of the course or place for giving the additional comments, observations or suggestion.	4
National and International Collaboration	Terms of use allow collaborative adaptations and remixes (CC BY-NC-SA 4.0).	5
Peer-review process	The course is edited and peer-reviewed before the publication, along with language editing.	5
Total score:		82 (out of 90 points)

Partner Institution: **University of Library Studies and Information Technologies**

Is this OER used as part of a course at your institution (please mark)? **Yes** / No
<u>If Yes:</u>
Name of Teacher: Silviya Stancheva, Assoc. Prof. PhD
Title of Course: Information Literacy - programs and models
Language of Course: Bulgarian
Level (BA/MA): BA
URL to course description: not applicable, https://www.unibit.bg/en

OER's Title: **Information Trap Manager**
Address/ URL: https://www.navigateproject.eu/itm/
Domain: https://www.navigateproject.eu/
Author: NAVIGATE Erasmus+ KA2 project (2017-1-BG01-KA203-036383) (2017-2020) Project Team
Organisation: University of Library Studies and Information Technologies, Sofia (Bulgaria) - coordinator. Partners: Fondazione Politecnico di Milano (Italy), University of Parma (Italy), University of Gävle (Sweden)

Type of OER: Describe (presenta-tion, video, text, quiz, as-sessment …)	Content	Activity
	Educational game	Information Trap Manager is an adventure and strategy game, provides middle and advanced Information Literacy competences for undergraduate students. It is a part of exercises at Information Literacy - programs and models Course for Library and Information Management BA students.
General description/any further comments:		

Information Trap Manager is an adventure and strategy game simulating a university campus. It has interface in four languages (Bulgarian, Italian, Swedish and English) and provides middle and advanced Information Literacy competences for undergraduate students. Learning in the game is attained through students' dormitory, student's caffe, students' club, library, examination centre, classrooms and knowledge centre. Players have to roll the dice and keep moving around the campus board in order to explore the eight learning outcomes and to face series of challenges related to Information Literacy. The timing in Information Trap Manager allows an easier use for trainers from an organizational point of view. The game provides quantitative and qualitative feedback.

https://www.navigateproject.eu/itm/
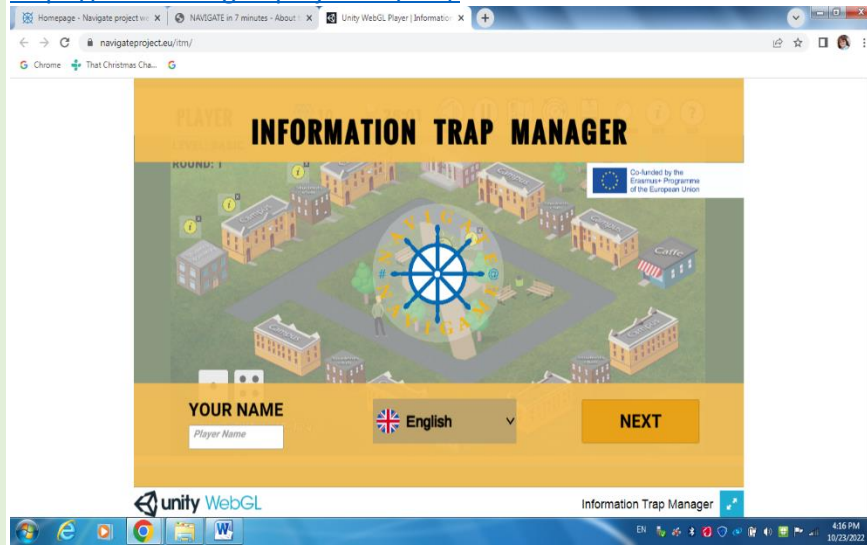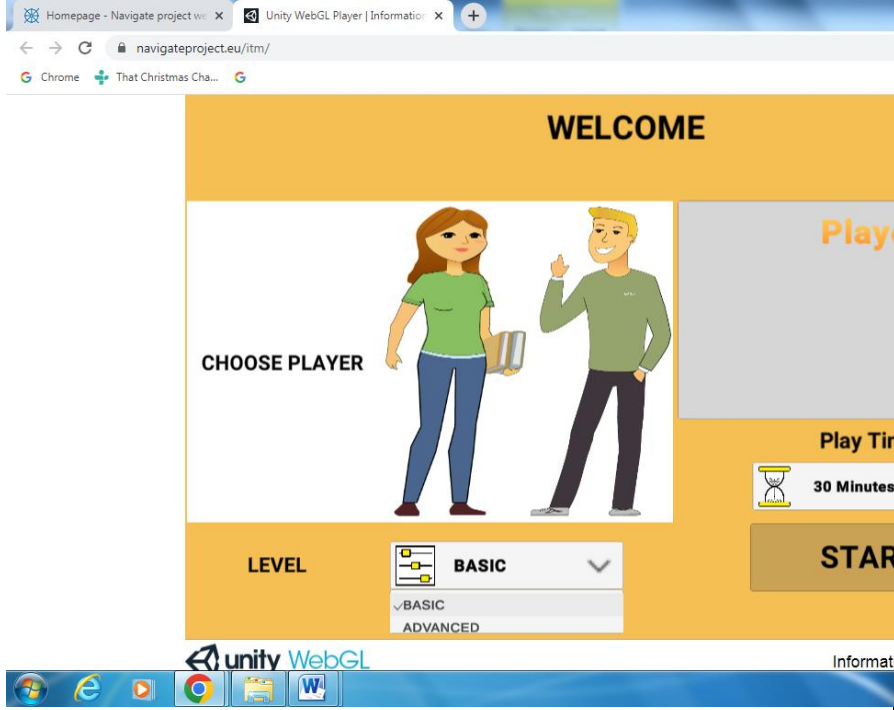
Language of OER: available at English, Bulgarian, Italian, Swedish
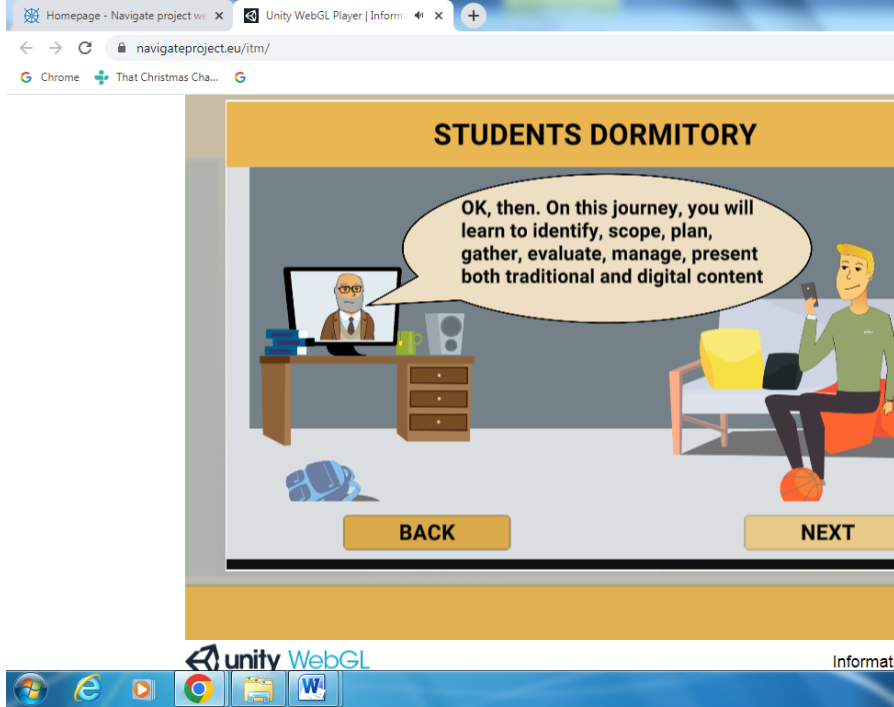
Criteria (in alpha-betical order)	Please elaborate how these quality criteria are implemented in this OER (complete only fields that are applicable for this OER)	Points from 1 to 5 (high-est) >= 3 is good
Learning Content and Learning Experience Design		
Accuracy and Comprehensive OER Description with Standardized Metadata	Satisfactory OER Description Title: Information Trap Manager; Authors: NAVIGATE Project partners (University of Library Studies and Information Technologies, Sofia (Bulgaria) - coordinator with partners: Fondazione Politecnico di Milano (Italy), University of Parma (Italy), University of Gävle (Sweden); Year: 2020; Language availability (4 languages: English, Bulgarian, Italian, Swedish); Funding: NAVIGATE Erasmus+ KA2 project (2017-1-BG01-KA203-036383) (2017-2020), co-funded by the Erasmus+ Programme of the EU; License **(Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International license CC BY-NC-SA 4.0**); Made by UNITY; Annotation.	4
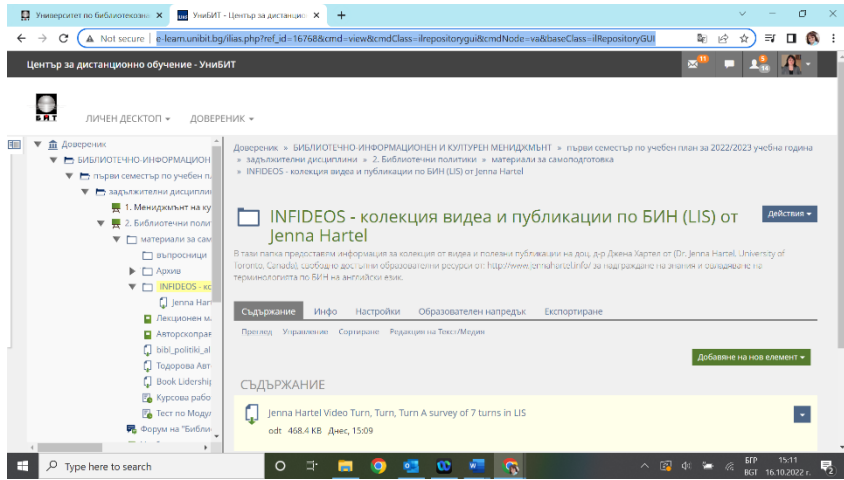
Alignment	There is a clear alignment with the academic disciplines on Information Literacy. The game provides middle and advanced Information Literacy competences for undergraduate students. Players explore eight learning outcomes and face series of challenges related to Information Literacy. The timing in Information Trap Manager allows an easier use for trainers from an organizational point of view. The game provides quantitative and qualitative feedback.	5
Authority	Authors: NAVIGATE Project partners (University of Library Studies and Information Technologies, Sofia (Bulgaria) - coordinator with partners: Fondazione Politecnico di Milano (Italy), University of Parma (Italy), University of Gävle (Sweden). https://www.navigateproject.eu/ NAVIGATE Erasmus+ KA2 project (2017-1-BG01-KA203-036383) (2017-2020)	5
Availability	Easy access. Address/ URL: https://www.navigateproject.eu/itm/	4
Breadth of perspectives	There are 4 games, available from NAVIGATE Project, which could be used from educators and learners. https://www.navigateproject.eu/games/. It is an innovative approach based on digital gaming to increase competences on Information Literacy (IL), starting from higher education students in Humanities.	5
Content quality	The authors states: The games were designed and then developed in constant contact with teachers and librarians, precisely in order to have direct feedback from those who would later become the main recipient of these edutainment adventures. It has two level: basic and advance. There is a Report: **From the Strategy to the model (pdf)** 	5

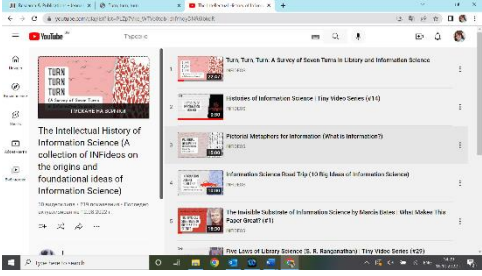| Convenient, easy for use and cost saving	The game, titled '**Information Trap Manager**' (2020) is easy to be located (https://www.navigateproject.eu/itm/) and use, and it is a free of charge educational resource, available to teachers and learners on open access under the License **(Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International license CC BY-NC-SA 4.0**). There is 2 levels – basic and advance and 3 game length options – 15, 30 and 45 minutes.	5
Interactivity	**Information Trap Manager** is a game, produced in the frame of a **NAVIGATE: a game-based learning approach for avoiding fake content Project.** The Navigate project aims to identify and create the conditions for **a more effective approach to Information Literacy by HE students in the humanities**. The tool identified is "fun", conveyed through the dimension of the game. **Edutainment**! (https://www.navigateproject.eu/summary/#/)	5
Learning Management System (LMS) and Technological Tools		
• LMS and Technological issues	The game could be played on the popular devices and software that students might be using, in and out of educational institutions. There is only need of an Internet connection, good wireless network.	5
Quality of the Final product/Service	The use of the educational game in learning activities is successful and appreciated from students and lecturers. The architecture of the Information Trap Manager game is more complex: it looks like a university campus, each building on the campus represents a specific Information Literacy skill; then there are other environments that help make the game more varied. It can be played multiple times. The timing allows an easier use for trainers from an organizational point of view. (https://www.navigateproject.eu/summary/#/lessons/T355g2c0LP42628R-007YVW4P2SL9xLc)	5
Learning Process and Pedagogy		
Accessibility. Inclusiveness and Equality. Cultural relevance.	The game creates opportunities for an active involvement of students through research, experimentation, competition and cooperation.	4

Open Licensing	Licensed under a **Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International license CC BY-NC-SA 4.0** except where otherwise noted.	5
Pedagogical Goals and Pedagogical Approaches	It is a good example for game-based model for Information Literacy Training. https://www.navigateproject.eu/o2/: The elaboration of a teaching strategy is connected with the determination/definition of the learning pathways and the routes of the games to be followed by the students and by the teachers/librarians. The game-based learning model will be connected with IL pillars via interactive learning objects/tools, including various learning scenarios and characters related to the learner, librarian and instructor.	5
Student engagement, assessment methods and self-assesment	The game creates the conditions for **a more effective approach to Information Literacy by HE students in the humanities**. This educational game provides quantitative and qualitative feedback to learners. It is a perfect approach for self-assesment.	5
Value-Added Services		
Linguistic accessibility.	Information Trap Manager game has interface in four languages (Bulgarian, Italian, Swedish and English). There are clear explanation of the game, good navigation and useful Menu.	5

Understandability		
Monitoring and evaluation (tools/mechanisms)	In BA Information Literacy – programs and models academic course at University of Library Studies and Information Technologies we discussed with students the understandability and usefulness of the game for the learning process. There is contact information, which could be used for feedback to the creators of the material.	4
National and International Collaboration	Information Trap Manager game and the other educational games, created by NAVIGATE Project have the aim to extend awareness and training opportunities focused on the issues of information literacy, since game-based training expands the collaborative potential of digital environments.	5
Peer-review process	The Information Trap Manager game was reviewed as an intellectual product in the frame of NAVIGATE Erasmus+ KA2 project (2017-1-BG01-KA203-036383) (2017-2020). The authors have expertise and credentials in this field. The quality of the learning materials in the Information Literacy – programs and models academic course are evaluated under the Quality of Education Management System at ULSIT regularly.	4
Total score:		85 (out

		of 90)

Partner Institution: University of Library Studies and Information Technologies

Is this OER used as part of a course at your institution (please mark)? **Yes** / No

<u>If Yes:</u>

Name of Teacher: Tania Todorova

Title of Course: Library Policies

Language of Course: Bulgarian

Level (BA/MA): MA (Library, Information and Cultural Heritage Management – distance learning programme)

URL to course description: https://e-learn.unibit.bg/; http://e-learn.unibit.bg/ilias.php?ref_id=16768&cmd=view&cmdClass=ilrepositorygui&cmdNode=va&baseClass=ilRepositoryGUI (access with password, only for course members)

OER's Title: Hartel, J. (2019). Turn, turn, turn : [A Survey of Seven Turns in Library and Information Science] : [Video]

Address/ URL: https://www.youtube.com/watch?v=omDRrnfS0bk&t=546s

Domain: https://www.youtube.com/c/INFideos

Author: Dr. Jenna Hartel, Assoc. Prof.

Organisation: University of Toronto, Canada

	Content	Activity

Type of OER: Describe (presentation, video, text, quiz, assessment …)	Video	MA students at Library Policy Course are invited to watch the video lecture by Dr. Jenna Hartel (University of Toronto, Canada) as an **open educational resource for upgrading knowledge and mastering terminology** in the field of Library and Information Sciences **in English**.

General description/any further comments:
Hartel, J. (2019). Turn, turn, turn : [A Survey of Seven Turns in Library and Information Science]
[video, 11" by 17" visual summary] https://www.youtube.com/watch?v=omDRrnfS0bk&t=546s

and research paper:

Hartel, J. (2019). Turn, turn, turn. In *Proceedings of CoLIS, the Tenth International Conference on Conceptions of Library and Information Science, Ljubljana, Slovenia, June 16-19, 2019*. *Information Research, 24*(4), paper colis1901. Retrieved from http://InformationR.net/ir/24-4/colis/colis1901.html

Archived by the Internet Archive at https://web.archive.org/web/20191216122638/http://informationr.net/ir/24-4/colis/colis1901.html

Language of OER: English

Criteria (in alphabetical order)	Please elaborate how these quality criteria are implemented in this OER (complete only fields that are applicable for this OER)	Points from 1 to 5 (highest) >= 3 is good
Learning Content and Learning Experience Design		
Accuracy and Comprehensive OER Description with Standardized Metadata	Satisfactory description of metadata. The video **metadata** include: the author's name (Jenna Hartel); the Title (Turn, turn, turn); the subtitle (A Survey of Seven Turns in Library and Information Science); the year (2019); the collection name (INFideos, Youtube Channel); annotation of the video; duration – 22:46 minutes; video content description by chapters and the lenght of the parts (for example: 22:06 – Conclusion (Turn, Re-Turn, De-Turn); with additional information about: the full text paper with link to publication: http://www.informationr.net/ir/24-4/colis/colis1901.html; music – link to the song Turn! Turn! Turn! (To Everything There Is a Season); Artist: The Byrds; Author: Pete Seeger. Freshness of information is provided: the year of publication is 2019.	5

| Alignment | Author's annotation supports the lecturers and learners to be oriented how video aligns to the course content and supports to the student learning outcomes.

J. Hartel annotation: This presentation describes seven theoretical turns that have occurred within the field of Library and Information Science since the 1960s. Included are the cognitive turn, the affective turn, the neo-documentary turn, the socio-cognitive turn, the everyday life turn, the social constructionist turn, the everyday life turn, and the critical turn. Summary insights at the end speak to the dynamics of turns as well as their positive and negative impacts. The presentation was delivered at the 10th Conceptions of Library and Information Science Conference at Ljubljana, Slovenia, June 16, 2019. The full-text paper, Turn, Turn, Turn is available at: http://www.informationr.net/ir/24-4/colis/colis1901.html | 5 |
|---|---|---|
| Authority | The author's name: Dr. Jenna Hartel, collection INFideos (Youtube Channel): https://www.youtube.com/c/INFideos ; http://www.jennahartel.info/multimedia.html
There is additional information about the author, available at: https://ischool.utoronto.ca/current-students/programs-courses/programs-of-study/master-of-information/library-information-sciences-lis/
http://www.jennahartel.info/: J. Hartel: In the Master of Information program at the Faculty of Information, I mostly teach graduate students in the Library and Information Science concentration. At the TEACHING page you will find a list of my courses, syllabi, course evaluations, and reading guides; my teaching philosophy; and references for my writings on teaching. A separate area on ADVISING recognizes the former and current doctoral and masters students I have supervised. | 5 |
| Availability | Quick availability of material and quick circulation between deferent parts of the content are provided:
00:00 – Introduction (to the video) 02:28 – Introduction to Turns 04:08 – The Physical Paradigm 04:45 – The Cognitive Turn 07:08 – The Affective Turn 08:46 – The Neo-Documentary Turn 10:42 – The Socio-Cognitive Turn 12:44 – The Everyday Life Turn 14:57 – The Social Constructionist Turn 16:40 – Recap (Map) of all Turns 18:18 – An | 5 |

	Archetypical Turner, Birger Hjorland 19:06 – An Archetypical (non)Turner 20:01 – Turns: Positive? or Negative? 21:40 – Future Turns? 22:06 – Conclusion (Turn, Re-Turn, De-Turn) Available via Jenna Hartel YOUTUBE CHANNEL: INFIDEOS: https://www.youtube.com/c/INFideos; http://www.jennahartel.info/multimedia.html	
Breadth of perspectives	There is a link (https://www.youtube.com/playlist?list=PLZp7Vke_WTVo0tob1chIYhoyDNR6IbkoR) to other related videos available with the collection "The Intellectual History of information Sciences (A collection of INFideos on the origins and foundational ideas of Information Science)". There are 10 relevant videos. The accuracy of information is visible – latest updates from 22.08.2022. 	5
Content quality	The quality of educational content in the OER - video, titled 'Turn, turn, turn : A Survey of Seven Turns in Library and Information Science' by Jenna Hartel is satisfactory. The information is accurate, provides appropriate coverage of material in a clear, logical manner and reflects on a recent scholarship in terms of a subject matter. There is introduction, explanation of the method, analyses, discussion, conclusion. *J. Hartel: Each turn is profiled with attention to its origins, tenets, key players, signal concepts, influential publications, concomitant methods, and enduring contributions. For quick identification in the future, every turn is assigned a visual logo.* It is easy to find further information about that author scientific approach and activities, available from: http://www.jennahartel.info/research--publications.html : *I take an interdisciplinary approach and am involved in sociology and leisure studies, especially through collaboration with Dr. Robert A. Stebbins, architect of The Serious Leisure Perspective.*	5

	As inspiration and for theoretical resources I draw heavily from northern European information scholarship.	
Convenient, easy for use and cost saving	The video, titled 'Turn, turn, turn : A Survey of Seven Turns in Library and Information Science' by Jenna Hartel is easy to be located and use, and it is a free of charge educational resource, available to teachers and learners.	5
Interactivity	The video provides effective learning experience.	4
Learning Management System (LMS) and Technological Tools		
• LMS and Technological issues	The video works with the existing and popular devices and software that students might be using, in and out of educational institutions. There is only need of an Internet connection, good wireless network.	5
Quality of the Final product/Service	The video, titled 'Turn, turn, turn : A Survey of Seven Turns in Library and Information Science' by Jenna Hartel is OER with a good quality, which supports adaptive and flexible teaching and learning.	5
Learning Process and Pedagogy		
Accessibility. Inclusiveness and Equality. Cultural relevance.	User-friendliness, culturally grounded approach, and equality are the characteristics of that OER and of the whole collection of INFIdeos.	4
Open Licensing	There is author's statement at http://www.jennahartel.info/multimedia.html: *INFideos is my YouTube channel of INFormation science vIDEOS. At INFideos I share my passion for information science in unconventional, accessible, and outrageously playful multimedia formats. **The channel is a learning resource for students and scholars of the academic and professional domains of information studies, as well as any curious people.*** Recommendation: indicate what license applies to the use of the video (type of Creative Commons License etc.)	4
Pedagogical Goals and Pedagogical Approaches	In introduction part of the video there is a clear explanation of the goal and methodology. (Students should be aware of the trends that sweep across a discipline.) That OER enrich the existing teaching practices.	5

Student engagement, assessment methods and self-assesment	*entertainment + education = edutaintment* *The* quick circulation between deferent parts of the content and the link to other related videos available with the collection "The Intellectual History of information Sciences (A collection of INFideos on the origins and foundational ideas of Information Science)" bring added value for the students.	4
Value-Added Services		
Linguistic accessibility. Understandability	Accessible in English. Recommendation: to be easy understandable and applicable for students with English as a second language – the rate of speech may be reduced.	4
Monitoring and evaluation (tools/mechanisms)	There is author's website, which updated the information regularly. In MA Library Policy Course at University of Library Studies and Information technologies will have discussion with students about the video and it understandability and usefulness for the learning process.	4
National and International Collaboration	http://www.jennahartel.info/ J. Hartel: Please feel free to use them in lectures, course websites, and correspondence with students.	5
Peer-review process	The video is based on scientific paper and presentation, which was delivered at the 10th Conceptions of Library and Information Science Conference at Ljubljana, Slovenia, June 16, 2019. The full-text paper, after peer-review process, is available at: http://www.informationr.net/ir/24-4/colis/colis1901.html	5
Total score:		84 (out of 90 points)

Partner Institution: **University of Library Studies and Information Technologies**
Is this OER used as part of a course at your institution (please mark)? **Yes** / No

If Yes:

Name of Teacher: **George Dimitrov**

Title of Course: **Electronic Governance**

Language of Course: **Bulgarian**

Level (BA/MA): **MA (Electronic Business (e-business) and Electronic Governance (e-governance))**
URL to course description: **Access after sign up**

OER's Title: L**egal Aspects of Electronic Governance**

Address/ URL: https://www.unibit.bg/opismeneh-digital/ISBN-978%E2%80%90619%E2%80%90185%E2%80%90534%E2%80%906

Domain: **unibit.bg**
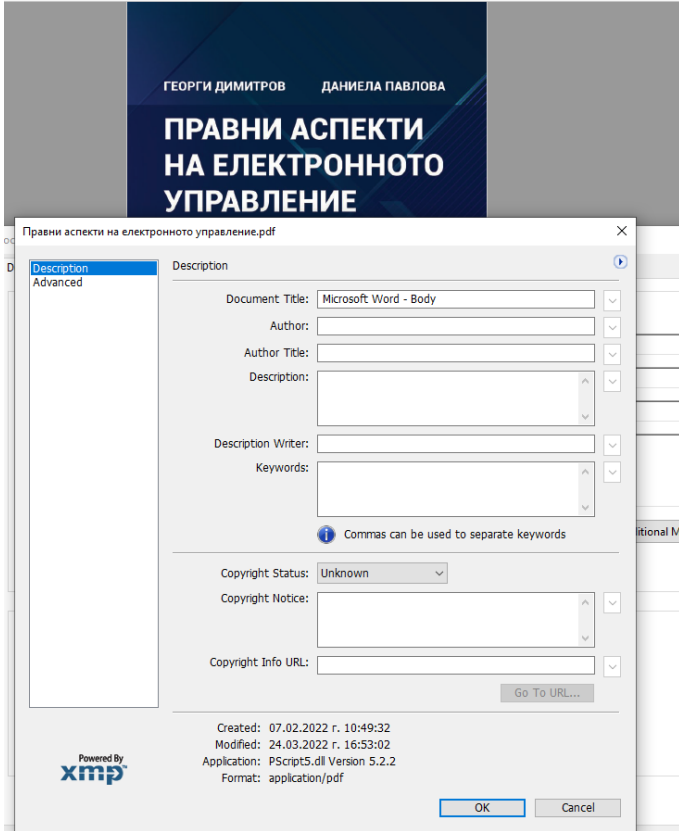
Author: **Prof. George Dimitrov, PhD and Daniela Pavlova, PhD**

Organisation: **University of Library Studies and Information Technologies, Bulgaria**

Type of OER: Describe (presentation, video, text, quiz, assessment …)	Content	Activity
	Student book	Students can download the digital edition for free.

General description/any further comments:

1.   Dimitrov, G., Pavlova, D. Legal Aspects of Electronic Governance. Sofia, Academic Publisher "Za bukvite – O pismeneh", 154 p. ISBN: 978-619-185-533-9, ISBN 978-619-185-534-6 (e-book) (in Bulgarian in original) https://www.unibit.bg/opismeneh-digital/ISBN-978%E2%80%90619%E2%80%90185%E2%80%90534%E2%80%906
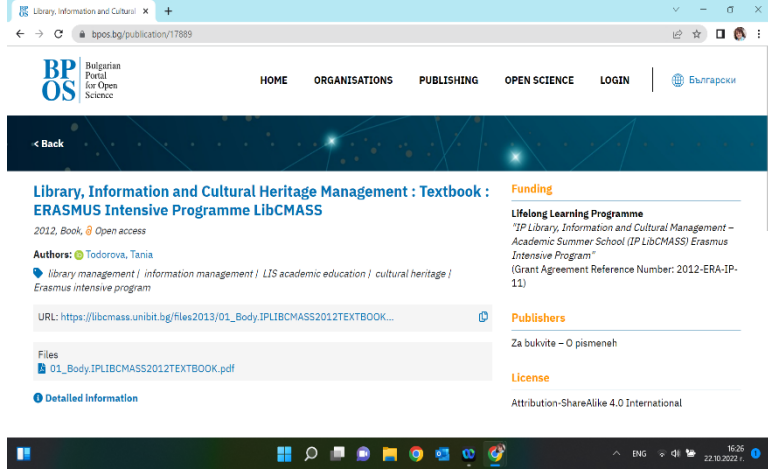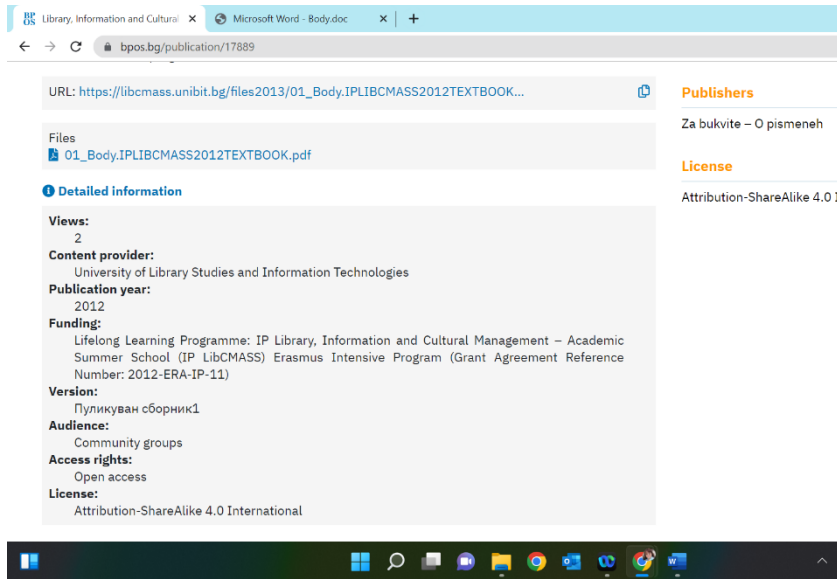
Language of OER: Bulgarian

Criteria (in alphabetical order)	Please elaborate how these quality criteria are imple-mented in this OER (complete only fields that are appli-cable for this OER)	Points from 1 to 5 (high-est) >= 3 is good
Learning Content and Learning Experience Design		
Accuracy and Comprehensive OER Description with Standardized Metadata	Unsatisfactory document metadata description. Data: Authors, Title, created at: 07.02.2022	1
Alignment	The student book focuses on the legal analysis of the current Bulgarian legislation applicable to electronic governance. Its main objective is to provide students with knowledge of the applicable principles of the Electronic Governance Act in the provision of electronic administrative services for the needs of the reform of the administration to work in an electronic environment. Rules on the life cycle of electronic documents, as well as rules on the simultaneous handling of electronic and paper documents, are presented in a systematic way. Rules concerning interoperability and network and infor-mation security for the needs of automated exchange be-	5

	tween different actors for the provision of electronic administrative services are considered. Particular attention is paid to the requirements for information systems that can be implemented in the administration. As the paper presents a systematic analysis of the legal framework regulating public relations related to ICT, it can be used by a wide range of professionals, including non-lawyers, as well as for self-study by students of the legal aspects of electronic governance.	
Authority	The author's name: George Dimitrov and Daniela Pavlova. There is no additional information about the authors.	2
Availability	Quick availability of material on https://www.unibit.bg/opismeneh-digital/ISBN-978%E2%80%90619%E2%80%90185%E2%80%90534%E2%80%906	5
Breadth of perspectives	The OER reflects multiple perspectives and points of view on course topics. The OER provides theoretical perspectives for the topic, addressing major theories appropriately.	5
Content quality	Structurally, the textbook consists of 10 topics in which all are considered sequentially legal aspects of e-government. With especially are of important methodological and practical significance placed after the theoretical topics sample test and open questions to test knowledge. Content quality include formatting, readability, and grammatical correctness.	5
Convenient, easy for use and cost saving	The student book is easy to be located and use, and it is a free of charge educational resource, available to teachers and learners.	5
Interactivity	The student book encourage active learning. The resource provide learners with opportunities to test their knowledge of the material.	5
Learning Management System (LMS) and Technological Tools		
• LMS and Technological issues	The student book work on all platforms and devices students might be using, in and out of educational institutions.	5
Quality of the Final product/Service	The information in student book is clear. The layout is attractive and easy to navigate. The writing level is acceptable.	5
Learning Process and Pedagogy		
Accessibility. Inclusiveness and Equality. Cultural relevance.	The OER resource available in .pdf format. Resource be viewed on mobile devices. The students able to access the student book in a quick and non-restrictive manner. The content is not accessible to students with disabilities through the compatibility of third-party reading applications. The images don't have alternate text that can be read.	3
Open Licensing	The OER's license do not permit modifications or adaptions of the materials.	5

Pedagogical Goals and Pedagogical Approaches	In introduction part of the student book there is a clear explanation of the goal and methodology.	5
Student engagement, assessment methods and self-assesment	With especially are of important methodological and practical significance placed after the theoretical topics sample test and open questions to test knowledge. These parts of the textbook allows students to check degree-the one in which they learned the learning material in the course of their preparation.	5
Value-Added Services		
Linguistic accessibility. Understandability	The student book is intended for Bulgarian students.	2
Monitoring and evaluation (tools/mechanisms)	There is author's website, which updated the information regularly (https://georgedimitrov.eu/edu/ and https://dpavlova.unibit.bg/)	5
National and International Collaboration	As the paper presents a systematic analysis of the legal frame-work regulating public relations related to ICT, it can be used by a wide range of professionals, including non-lawyers, as well as for self-study by students of the legal aspects of electronic governance.	5
Peer-review process	The student book is accurate and up-to-date. The authors have expertise and credentials in this field. This student book is not undergone any peer review. The quality of the learning materials in the program is evaluated under the Quality of Education Management System at ULSIT regularly.	5
Total score:		78 (out of 90 points)

Partner Institution: **University of Library Studies and Information Technologies**
Is this OER used as part of a course at your institution (please mark)? **Yes** / No If Yes: Name of Teacher: Tania Todorova, Prof. DSc Title of Course: Project Management Language of Course: Bulgarian (in Erasmus+ mobility exchange – in English) Level (BA/MA): BA, Library and Information Management Specialty URL to course description: https://www.unibit.bg/en (not applicable)

OER's Title: Library, Information and Cultural Heritage Management : Textbook : ERASMUS Intensive Programme LibCMASS		

Address/ URL: https://libcmass.unibit.bg/files2013/01_Body.IPLIBCMASS2012TEXTBOOK.pdf

and from Bulgarian Portal for Open Access: https://bpos.bg/publication/17889

Domain: unibit.bg

Author: Tania Todorova (Complier)

Organisation: University of Library Studies and Information Technologies

Type of OER: Describe (presentation, video, text, quiz, assessment …)	Content	Activity
	Textbook Open access: Attribution-ShareAlike 4.0 International	Learning material - Textbook for training in Academic Course Project Management

General description/any further comments:
Library, Information and Cultural Heritage Management : Textbook : ERASMUS Intensive Programme LibCMASS. Grant Agreement Reference Number : 2012-ERA-IP-11, 2-15 September 2012, Zagreb / Compl. by Tania Todorova; Copy ed. R. Vasileva. – Sofia : Za bukvite – O pismeneh, 2012. – 246 p.
ISBN 978-954-2946-95-3

Available at: https://libcmass.unibit.bg/files2013/01_Body.IPLIBCMASS2012TEXTBOOK.pdf and from Bulgarian Portal for Open Access: https://bpos.bg/publication/17889

Language of OER: English

Criteria (in alphabetical order)	Please elaborate how these quality criteria are implemented in this OER (complete only fields that are applicable for this OER)	Points from 1 to 5 (highest) =< 3 is good
Learning Content and Learning Experience Design		

Accuracy and Comprehensive OER Description with Standardized Metadata	 Satisfactory description of metadata. The Textbook **metadata** include author, title, URL address, pdf File of the Textbook, information for Publisher, Funding programme, License. Also, there is a detailed information about: content provider, Year of publication, audience, access rights (open access), License: Attribution-ShareAlike 4.0 International 	5
Alignment	Textbook aligns to the course content and supports to the student learning outcomes of the Project Management Academic Course. BA students are encouraged to use it as an open educational resource for upgrading knowledge and mastering terminology in the field of Library and Information Sciences in English.	5
Authority	Tania Todorova is a complier of the Textbook. In the edition contributed the distinguished authors in LIS field such as Serap Kurbanoglu, Yasar Tonta, Joumana Boustany, Sonja Spiranec and others.	5

	Additional information about the authors is available at Research Gate, Google Scholar, ORCHID etc.	
Availability	Quick availability of the Textbook at: https://libcmass.unibit.bg/files2013/01_Body.IPLIBCMASS2012TEXTBOOK.pdf and via Bulgarian Portal for Open Access: https://bpos.bg/publication/17889	5
Breadth of perspectives	**Library**, Information and Cultural Heritage Management : Textbook : ERASMUS Intensive Programme LibCMASS includes learning materials which could be used in other obligatory or elective courses such as Information Literacy, Library Management, Intellectual Property etc.	5
Content quality	The quality of educational content in the Textbook is on high level with contribution of the distinguish authors in LIS filed. The information is accurate, provides appropriate coverage of material in a clear, logical manner and reflects on an actual topics in project management and library and information research and practice.	5
Convenient, easy for use and cost saving	The Textbook, titled '**Library**, Information and Cultural Heritage Management : Textbook : ERASMUS Intensive Programme LibCMASS' (2012) is easy to be located and use, and it is a free of charge educational resource, available to teachers and learners.	5
Interactivity	The Textbook provides effective learning experience. That OER do not ensure learners with opportunities to test their knowledge.	3
Learning Management System (LMS) and Technological Tools		
LMS and Technological issues	The Textbook could be read on the existing and popular devices and software that students might be using, in and out of educational institutions. There is only need of an Internet connection, good wireless network.	5
Quality of the Final product/Service	The Textbook, titled 'Library, Information and Cultural Heritage Management : Textbook', complied by Tania Todorova is OER with a good quality, which supports flexible teaching and learning.	5
Learning Process and Pedagogy		
Accessibility. Inclusiveness and Equality. Cultural relevance.	The OER resource is available in pdf format. It could be viewed on mobile devices. The students can access the student book in a quick and non-restrictive manner. Cultural relevance is ensured by international authors' team. The content is not accessible to students with disabilities through the compatibility of third-party reading applications. The images don't have alternate text that can be read.	4

Open Licensing	access rights (open access), License: Attribution-ShareAlike 4.0 International	5
Pedagogical Goals and Pedagogical Approaches	The Textbook is in line to the pedagogical goals and methodology of teaching of the Project Management Course.	5
Student engagement, assessment methods and self-assesment	The Textbook provides references after every publication, together with Appendix with connected publications which allows students to be involved in further readings and discussions. There are presentations with many links and illustrative materials and that approach ensure student engagement in the learning process.	4
Value-Added Services		
Linguistic accessibility. Understandability	Accessible in English.	5
Monitoring and evaluation (tools/mechanisms)	In BA Project Management Course at University of Library Studies and Information Technologies we discussed with students the understandability and usefulness of the materials for the learning process.	4
National and International Collaboration	The Textbook is published as a common intellectual product of international research team. It was used in Erasmus Summer School, 2012, with international students' teams' participation. It has potential to be used in different learning activities with national and international collaborations. Also, in Erasmus+ mobility exchange.	5
Peer-review process	The Textbook was reviewed as an intellectual product in the frame of Erasmus IP Lifelong Learning Programme of the EC (Grant Agreement Reference Number : 2012-ERA-IP-11). The authors have expertise and credentials in this field. The quality of the learning materials in the Project Management Course is evaluated under the Quality of Education Management System at ULSIT regularly.	5
Total score:		85 (out of 90 points)

Partner Institution: **University of Hildesheim**

Is this OER used as part of a course at your institution (please mark)? **Yes** / No
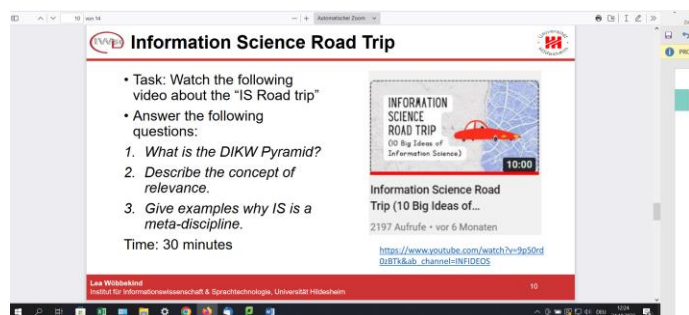
If Yes:

Name of Teacher: Lea Wöbbekind

Title of Course: Information Science Foundation (BA Global Information Management)

Language of Course: English

Level (BA/MA): BA

URL to course description: https://www.uni-hildesheim.de/learnweb2022/plugin-file.php/104345/mod_resource/content/1/Basic%20concepts%20of%20information%20sci-ence%201.pdf (Login required)

OER's Title: Information Science Road Trip (10 Big Ideas of Information Science)

Address/ URL: https://www.youtube.com/watch?v=9p50rd0zBTk&ab_channel=INFIDEOS

Domain: YouTube.com

Author: Jenna Hartel, Prof. Dr.

Type of OER: Describe (presentation, video, text, quiz, assessment …)	Content	Activity
	Video lecture	Ressources for further research are available; students can down-load "souvenirs" at the end of the video; Students can navigate be-tween learning lessons; the au-thor provides a fun crossword puzzle that reviews the material in the video

General description/any further comments: The video provides bachelor students with an overview of the history of Information Science as a study field. It includes ten big ideas of Information Science. The content is animated and important scientific research papers are linked in the video.

Language of OER: English

Criteria (in alphabetical order)	Please elaborate how these quality criteria are implemented in this OER (complete only fields that are applicable for this OER)	Points from 1 to 5 (highest) =< 3 is good
Learning Content and Learning Experience Design		
Accuracy and Comprehensive OER Description with Standardized Metadata	Visible meta data includes title, upload date; author, description, video length, link to playlist, tags, Thumbnail, caption	5
Alignment	The learning content is presented in a comprehensible and coherent manner for beginners.	4
Authority	?	
Availability	The video is easily accessible via the YouTube Platform	5
Breadth of perspectives		
Content quality	The video provides very good quality of the presented content.	5
Convenient, easy for use and cost saving	OER is free of charge	4
Interactivity	The lecture provides interactive parts, see the activity above	4
Learning Management System (LMS) and Technological Tools		
• LMS and Technological issues	Video can be downloaded	4
Quality of the Final product/Service	OER provides overall good quality. It's clear that the author put a lot of effort into creating the video	5
Learning Process and Pedagogy		
Accessibility. Inclusiveness and Equality. Cultural relevance.	Video is accessible on mobile devices, no registration needed	5
Open Licensing	n.a.	
Pedagogical Goals and Pedagogical Approaches	?	

Student engagement, assessment methods and self-assesment	n.a.	
Value-Added Services		
Linguistic accessibility. Understandability	The videos offers captions in English; Video can be paused; the speaker speaks clearly and at a pleasant pace	5
Monitoring and evaluation (tools/mechanisms)	Thump up or thump down, comment section	5
National and International Collaboration	n.a.	
Peer-review process	Not clear	
Total score:		51 (out of 90 points)

Partner Institution: **University of Hildesheim**
Is this OER used as part of a course at your institution (please mark)? **Yes** / No If Yes: Name of Teacher: Stefan Dreisiebner Title of Course: Exercises to Introduction to Information Science Language of Course: German (and one Group in English) Level (BA/MA): BA URL to course description: https://lsf.uni-hildesheim.de/qisserver/rds?state=verpublish&status=init&vmfile=no&publishid=97975&moduleCall=webInfo&publishConfFile=webInfo&publishSubDir=veranstaltung
OER's Title: MOOC Information Literacy Online
Address/ URL: https://informationliteracy.eu
Domain: https://informationliteracy.eu
Author: International Project team of Erasmus+ Project (list of all authors can be obtained from the OER's website)

Type of OER: Describe (presentation, video, text, quiz, assessment …)	Content	Activity
	Massive Open Online Course (MOOC)	The ILO MOOC is designed to facilitate information literacy to higher education students. It includes learning texts, images, videos, quizzes and links to external resources.

General description/any further comments: Students are asked to attend the first five modules of the ILO MOOC: Module 1: orienting in an information landscape, Module 2: research is a journey of inquiries, Module 3: the power of search, Module 4: critical information appraisal, Module 5: information use: the right and fair way.

Language of OER: English, German, Spanish, Catalan, Croatian, Slovenian (only the German and English version used in this course)

Criteria (in alphabetical order)	Please elaborate how these quality criteria are implemented in this OER (complete only fields that are applicable for this OER)	Points from 1 to 5 (highest) >= 3 is good
Learning Content and Learning Experience Design		
Accuracy and Comprehensive OER Description with Standardized Metadata	There is no structured metadata provided. The course description provides information on the course content, authors, language versions and license.	2
Alignment	The learning content is presented in a comprehensible and coherent manner for students in their first year of study.	4
Authority	Author names are provided in course description	5
Availability	The MOOC is freely and easily accessible through the ILO MOOC website. A free registration is required to attend the MOOC, but also a repository available to access the plain content without registration.	4
Breadth of perspectives	Broad range of perspectives, as the content was developed by various partner institutions from throughout	4

	Europe, bringing in their different perspectives	
Content quality	The MOOC provides good-quality content. However, it might be perceived a bit too text-based.	4
Convenient, easy for use and cost saving	Free of charge. Offers two versions (MOOC for students to attend and Repository for other teachers with plain text and video files for easy re-use)	5
Interactivity	Interactive elements provided – self-assessments, quizzes	4
Learning Management System (LMS) and Technological Tools		
• LMS and Technological issues	MOOC is self-hosted by the project based on OpenEdX. Loading times can be sometimes a bit slow.	4
Quality of the Final product/Service	The system is easy to use and provides good overall quality.	5
Learning Process and Pedagogy		
Accessibility. Inclusiveness and Equality. Cultural relevance.	Language is formulated gender-neutral. Different language versions consider cultural differences (according to project description), content is also accessible for mobile devises.	5
Open Licensing	Yes, CC-BY-NC; NC license might restrict use for certain higher education institutions which are a commercial legal entity.	4
Pedagogical Goals and Pedagogical Approaches	Well-aligned with common pedagogical approaches for MOOCs – self-paced with elements for self-assessment. Mix of interactive elements and self-study materials. Pedagogical approach described and documented through project documentation available at project website and scientific publications on the project.	5
Student engagement, assessment methods and self-assesment	Assessment based on self-assessment and quizzes	4

	No engagement between students (but would not possible in asynchronous MOOC). However, according to usage guidelines provided instructors are encouraged to use the MOOC in classroom setting, so that asynchronous exercises can be conducted in direct student cooperation.	
Value-Added Services		
Linguistic accessibility. Understandability	The MOOC is available in several widely-spoken languages. All language versions are easily accessible as separate MOOCs. Some videos are in English, but have subtitles in the respective language the student has chosen.	4
Monitoring and evaluation (tools/mechanisms)	No evaluation possible in the current live-version of the MOOC. But several evaluations have been conducted during the development of the MOOC and are documented in the project documentation and scientific publications.	4
National and International Collaboration	MOOC was developed as collaboration by institutions from six European countries (Great Britain, Spain, Germany, Austria, Slovenia and Croatia). The project also disseminated and collaborated with researches and educators from other countries during the development process.	5
Peer-review process	According to the project documentation the partners developed the content in collaboration and provided feedback to each other's work. Publications about the project were published in academic venues where they were peer-reviewed before publication.	5

Total score:		77 (out of 90 points)

Partner Institution: **University of Library Studies and Information Technologies**

Is this OER used as part of a course at your institution (please mark)? <u>**Yes**</u> / No

<u>If Yes:</u>

Name of Teacher: **Daniela Pavlova, PhD**

Title of Course: **Electronic governance in the national security system**

Language of Course: **Bulgarian**

Level (BA/MA): **Bachelor's degree program "National Security"**

URL to course description: http://e-learn.unibit.bg/goto.php?target=crs_15300&client_id=iliasLatest

Access after sign up from experts at the Distance Learning Centre at ULSIT

OER's Title: Electronic Government and Electronic Governance – Status, Trends and Perspectives

Address/ URL: http://e-learn.unibit.bg/goto.php?target=crs_15300&client_id=iliasLatest

Also available on personal website: https://dpavlova.unibit.bg/

Domain: unibit.bg

Author: Daniela Pavlova, PhD

Organisation: University of Library Studies and Information Technologies (ULSIT)

Type of OER: Describe (presentation, video, text, quiz, assessment …)	• Content	• Activity
	Video lecture	Students can download the video lecture for free.

General description/any further comments:

Language of OER: Bulgarian

Criteria (in alphabetical order)	Please elaborate how these quality criteria are implemented in this OER (complete only fields that are applicable for this OER)	Points from 1 to 5 (highest) >= 3 is good
Learning Content and Learning Experience Design		
• Accuracy and Comprehensive OER Description with Standardized Metadata	Reasonably good description document metadata.	3

• Alignment	The content is up-to-date and written in such a way that the OER has a long shelf life. The content and writing and speaking level of the resource meet the needs of the intended audience.	5
• Authority	The author's name: Daniela Pavlova. There is additional information about the author on her personal website - https://dpavlova.unibit.bg/	5
• Availability	Quick availability of material on https://dpavlova.unibit.bg/2021/01/12/opit/	5
• Breadth of perspectives	The video lecture provides theoretical perspectives for the topic, addressing major theories appropriately. As the topic is quite relevant nowadays, the lecture can be supplemented with new facts and theories.	5
• Content quality	The interactive element is purposeful and directly related to learning. The video lecture is well-designed and easy to use, encouraging learner use. The object appears to function flawlessly on the intended platform.	5

• Convenient, easy for use and cost saving	The video lecture is easy to be located and use, and it is a free of charge educational resource, available to teachers and learners.	5
• Interactivity	The video lecture encourage active learning. This OER's do not provide learners with opportunities to test their knowledge of the material.	2
Learning Management System (LMS) and Technological Tools		
• LMS and Technological issues	The video lecture work on all platforms and devices students might be using, in and out of educational institutions.	5
• Quality of the Final product/Service	The OER's information is clear. The layout is attractive and easy and encourage use it. Writing and speaking level is acceptable. This video lecture is a high quality.	5
Learning Process and Pedagogy		
• Accessibility. Inclusiveness and Equality. Cultural relevance.	The OER resource available in .mp4 format. Resource be viewed on mobile devices. The students able to access to this OER in a quick and non-restrictive manner. The images don't have alternate text that can be read. This video resource do not have written transcripts or subtitles.	3
• Open Licensing	CC-BY-NC-ND	5
• Pedagogical Goals and Pedagogical Approaches	Pedagogical objectives and pedagogical approaches are in line to the National Security Program content and aims.	5
• Student engagement, assessment methods and self-assesment	This video lecture do not include opportunities for assessment methods and self-assesment. This OER engage students for think critically and solve complex problems.	3
Value-Added Services		
• Linguistic accessibility. Understandability	The video lecture is intended for Bulgarian students.	2
• Monitoring and evaluation (tools/mechanisms)	There is author's website, which updated the information regularly https://dpavlova.unibit.bg/) The lectures and exercises in the course on the above discipline are updated every academic year.	5
• National and International Collaboration	The video lecture has been intended for a wide range of readers, including students, experts and specialists in the field of e-governance, academic institutions, companies and citizens.	5

• Peer-review process	This video lecture is not undergone any peer review, but the author has expertise in this field. The quality of the learning materials is evaluated under the Quality of Education Management System at ULSIT regularly.	4
Total score:		77 (out of 90 points)

Partner Institution: **University of Barcelona**

Is this OER used as part of a course at your institution (please mark)? **Yes** / No

If Yes:

Name of Teacher: **Jesús Gascón**

Title of Course: **Representació de la informació: catalogació**

Language of Course: **Catalan**

Level (BA/MA): **Bachelor's degree "Gestió d'Informacio I Documentació Digital"**

URL to course description: http://grad.ub.edu/grad3/plae/AccesInformePDInfes?curs=2022&assig=365930&ens=TG1098&recurs=pladocent&n2=1&idioma=CAT

OER's Title: **It doesn't have any title.**

Address/ URL: https://campusvirtual.ub.edu/course/view.php?id=50280 **(Observations: a) It is mandatory to authenticate on the Campus. b) It's the course of last year, that it's not accessible for students actually.)**

Domain: https://campusvirtual.ub.edu

Author: **Jesús Gascón**

Organisation: **University of Barcelona. Faculty of Information and Audisuals Media**

Type of OER: Describe (presentation, video, text, quiz, assessment …)	Content	Activity
	Video	**Students can download the video lesson for free or view it online at the virtual Campus. It is essential to watch the video to be able to see the course work since it is explained by introducing access points with**

		the KOHA library management program, all in relation to the concept of registration authorities.

General description/any further comments**: The video was produced during confinement, with consultation resources with oral explanations and visual demonstration, since it is not possible to see the demonstration and experimentation in the form of a practical workshop in class in person. It will not be considered in a public repository and will be widely disseminated outside the context of the subject, so it does not address some of the requirements, criteria or critical factors that define a canonical OER.**

Language of OER: **Catalan**

Criteria (in alphabetical order)	Please elaborate how these quality criteria are implemented in this OER (complete only fields that are applicable for this OER)	Points from 1 to 5 (highest) >= 3 is good
Learning Content and Learning Experience Design		
Accuracy and Comprehensive OER Description with Standardized Metadata	For the reasons already mentioned, although the content of the video is explained at the beginning, no metadata is used to describe it as OER. In the properties of the file, as well as in the video, a title and the name of the author do not even appear.	1
Alignment	Since these are operating instructions for a program that is commonly used in teaching, accompanied by theoretical explanations of reinforcement on concepts that remain valid without changes (access points and registration of authorities) the its content is just as useful as when it was produced two years ago. In addition, the resource was developed taking into account the specific audience to which it was addressed and in accordance with concepts previously explained to the same group by the same teacher. Therefore, it is a	4

	completely adequate resource in its context, but it would not be so much outside of this same context, despite the main content, which is valid for a long time and for anyone who uses KOHA for the practice of teaching-learning.	
Authority	Professor Jesús Gascón is a recognized expert in the field of cataloguing, a subject he has been teaching for many years and on which he has published. He is also part of the Cataloging Advisory Committee of the National Library of Catalonia.	5
Availability	The resource is only available when entering the subject's virtual campus, despite the fact that the teacher allows students to download it, allows derivative works and free reuse and transfers it to colleagues who use it bid Considering the recipients and objectives, this availability is already correct.	3
Breadth of perspectives	Based on the content and what we have presented aligned, the perspectives are not wide enough, but the purpose of the resource does not require it either. It refers to specific software and access point and authority registration concepts, which are only remembered and reinforced because they were already explained in previous sessions or resources. There is no need to talk about more points of view or broader perspectives.	No applicability
Content quality	The content is very well explained and everything that is explained orally is done and shown, although	4

	it is more extensive than necessary, a bit repetitive and slow. Perhaps, to be instructions for carrying out a process, a stricter structure and order and more precision are needed.	
Convenient, easy for use and cost saving	It is a necessary and convenient video to use to learn how the software works and how this process of entering access points in a type cataloging software should be done. It is easy to use and can save time in a face-to-face (or synchronous online) class session, allowing each student to go at their own pace. It does not save, however, the acquisition of any other resource at the institution.	2
Interactivity	It's not interactive and the objectives don't ask for it. The resource does not provide opportunities for students to test their knowledge of the material, the use of the content is subsequently shown in the resulting work that the student will do.	1
Learning Management System (LMS) and Technological Tools		
• LMS and Technological issues	The video is in mp4 format, which allows it to be used on various platforms and with different personal or institutional devices.	5
Quality of the Final product/Service	The quality of the final product is good but can be improved. As we said, the content is of quality and the explanations clear. You can also see the teacher in a corner while he's talking, which always makes him more pro-per. The font is large and the images make it very easy to identify what's in it.	4

	However, you can make it shorter and more eye-pleasing, and you can add the description and minimal resource identifiers (author, title, year)	
Learning Process and Pedagogy		
Accessibility. Inclusiveness and Equality. Cultural relevance.	Images have no readable alt text. This video resource has no written transcripts or subtitles, and the language is Catalan, which limits the possible use to a limited group I enough. The oral explanation would also not allow a person with visual difficulties to fully understand what is being explained, given that the speech is closely linked to what is seen and would not be understood without it. However, as mentioned before, you can see and understand what is displayed very well and the text is perfectly legible.	3
Open Licensing	License CC BY-NC-SA (3.0), but it appears at the end of everything and without the corresponding logo, in the form of a non-clickable link.	4
Pedagogical Goals and Pedagogical Approaches	The pedagogical objectives and pedagogical approaches are adjusted to the needs and level of the students in the context of the subject. The resource gives them what they need to learn a process in a given software.	5
Student engagement, assessment methods and self-assessment	This video does not include opportunities for assessment methods and self-assessment, but these are not in line with the objectives. Regarding engagement, the student needs to use the resource if he wants to	No applicability

	know how to work in order to do the work that is asked of him.	
Value-Added Services		
Linguistic accessibility. Understandability	As we said, the language is Catalan and in order to make the resource accessible outside of Catalonia, subtitles could be added. However, this criterion is perfectly met if only the recipients for whom the resource was prepared are taken into account.	4
Monitoring and evaluation (tools/mechanisms)	The resource was used again when the lockdown was no longer in place and we don't know if it has been updated, but in any case, the content does not require it. An analysis by the same author could show if the content was clear enough, if the students did not question it afterward and if they applied it correctly or not, to know if it requires any improvement according to the objectives and the target audience.	4
National and International Collaboration		No applicability
Peer-review process	The resource has not gone through any review process, but you do not have to agree with the content and purpose. It explains how a program works and refreshes basic concepts in an area in which the teacher is a recognized expert.	No applicability
Total score:		49 (out of 90 points)