



DECris

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



Optimisation of OERs

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DECris

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



Erasmus+ project Digital Education for Crisis Situations: Times When There is no Alternative (DECris), project number: 2020-1-HR01-KA226-HE-094685) started on 1st of March 2021 and has a duration of two years.

DECris project is focused on innovative digital practices experienced during the academic years 2019-20 and 2020-21 during lockdown and other mitigation periods without complete lockdown but without face-to-face classes. Project will focus in particular on digital competencies, new innovative curricula and educational methods; international cooperation; and cooperation with business sector. The DECris project aims to create a framework for proper adoption of OERs in general, and in crisis situations in particular making sure they will:

- improve quality of the distance education
- expand the possibilities for collaboration and knowledge sharing
- decrease the feeling of isolation common in situations like lockdowns
- support both teachers and students in their development, especially in terms of adaptive, personalized and smart learning
- possibly, lead to cost savings and repurposing finances to other educational activities and resources, which, may further reduce the existing gaps and barriers;
- be used as adaptive, flexible and smart 'tools'
- improve students' participation in virtual classrooms, i.e. generate appropriate level of interest and engagement which is also one of the common issues in the context of digital education.

We are implementing a design for scale that makes our OERs scalable beyond the project and easily upgradeable and expandable, and a design with the user approach that allows us to create OERs that:

- truly originate from the needs of the specific HEI and teaching/studying community;
- empower HEI (as users) and teaching staff and students (as end-users) to become (co)producers of educational materials;
- a so-called LEGO approach (brick by brick or modular approach) in designing the OERs making them modifiable (e.g. creating derivative OERs) and optimized in regards to the different needs and goals and adaptable to different socio-cultural contexts and situations, such as pandemic crisis, as well as certain technological requirements or limitations.

The project is organised in 2 phases: In phase 1 we produced 2 IOs: state-of-the-play of the use of OERs at European HEIs and the analysis of the perception of DE by students and teachers of the partner HEIs during COVID-19 lockdown with a list of observed problems, as well as perks and examples of good practice. In phase 2, we prepared critical factors for evaluation of existing OERs from the point of view of their use during the COVID-19 crisis and special periods without face-to-face teaching. We also produced one new OER and enriched existing OERs and produced an apprenticeship framework in order to create new models for students' online apprenticeship. We are framing project outputs based on a platform model that serves in a crisis situation and supports the mash up of different services, models, strategies and educational materials so that they respond to these shifted goals and accommodate new set of educational needs.

Project 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 University Computer Centre, Croatia and four associate partners.

1. Executive Summary

This report is a 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 IO5 Report. The present report titled '**Optimisation of OERs**' belongs to the Project's Intellectual Output 5.

The main goal of IO5 is to show how existing resources can be improved the DECriS Methodological Framework for evaluation of OERs (success factors) for digital learning. The evaluation of OERs has been done using new success factors developed in IO3 that provide a holistic perspective on the quality of OERs considering the perspectives of students, teachers/trainers and organisations and reflections received in the case study on how the critical success factors work in practice (IO4). Application of new success factors to the existing OER can show new paths to improve digital learning resources and could be seen as innovative outcome. A key challenge for the higher education institutions is to exploit the full potential of digital technologies for teaching and learning and effective digital education in the time of crisis. There is still a demand for a better understanding how resources can be designed to be used more and adopted more quickly.

As relates to the impact we can expect that the approach adopted to improve existing OERs can be applied to other OERs as well. That can improve many OERs that exist and as such lead to a more intense use of these resources.

The report presents steps taken in evaluation and optimisation the existing OERs developed in the project EINFOSE, one new OER developed in the project DECriS and the outcomes (lessons learned) that show in which areas improvement can be obtained with aim to help higher education institutions how to approach the process of optimisation of OERs they produced.

2. Open Education and Open Education Resources

The main objective of open education is to encourage affordable, equitable, inclusive and quality education, i.e. to remove obstacles associated with the inability to learn. Obstacles may be related to financial constraints, physical disabilities, belonging to a particular minority group, language differences or insufficient levels of knowledge that prevent access to certain educational program. One way of removing these obstacles is to make Open Educational Resources (OER), i.e. open content for learning and teaching, more available. In order to make educational materials publicly available and ensure it wide application, there is issue of copyright, that have to be clearly defined and Creative Commons licence seems to be appropriate answer to it. Positive movements are only possible using a systematic approach in creating open educational resources, i.e. developing Open Educational Practices.

In general, open educational content includes lecture notes, slides, individual modules or entire courses/courses, learning materials, collections, lecture recordings, textbooks, online tutorials or any other material prepared for teaching and learning purposes. There are several definitions of open educational content. Here we will use one by UNESCO.

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, 2019).

Open educational resources can significantly contribute to ensuring equal rights to education and universal access to education, especially since we are in a time when education systems around the world are facing increasing challenges such as the massification of education and decreasing investment (financial) in education. Educational systems today should provide support, in an organized and thoughtful way, to the development and improvement of the quality of teaching and learning, the development of teaching materials, the increase of communication with students, the creation of efficient evaluation methods and the identification of ways to meet the needs of the increasing diversity of today's students.

During pandemic, when everyone had to move online, open educational resources have been even more important.

The question of openness affects the legislation to a great extent, more precisely the question of copyright. One of the solutions is the use of licenses that allow authors who want to publish open educational content. It should be emphasized that by placing the content in open access, the author in no way renounces his authorship and the copyrights that belong to him.

The CC (Creative Commons) license is increasingly used for the publication of open educational content. Well-developed licensing system allows the author of the work to more precisely determine the conditions of publication, as well as better visibility of the authorship. The use is simple, it is necessary to select the desired level and add license elements to a visible place in the content.

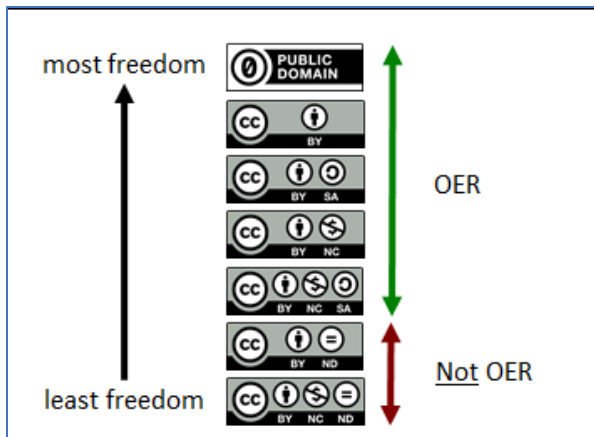


Fig1: CC licences

3. DECriS Methodological Framework for evaluation of OERs (success factors) for digital learning

DECriS Methodological Framework, titled “4Ds for 5Rs of OER’s: DECriS Methodological Framework for evaluation of OER’s” contains 4 main steps which corresponds to the layers of the typological classification of the critical success factors for the evaluation of the OER’s as follow: Domain, Design, Development, Delivery ensure 5Rs - Retain, Reuse, Revise, Remix and Redistribute of the OER’s (Figure 10).

The Domain considers the features of Learning Content and Learning Activities. It is the basic step. The knowledge of the domain is significant for the reliable OER.

The Design focuses on how to design the Learning Experience according to the Learner-Centred Pedagogical Approach and the first step of the Learning Process.

The Development is on how to present the content and activities with technology.

The Delivery is the final step of the Learning Process when the learners have access to the training or just to the learning content and activities. It brings the value-added services to OER developers and users and benefit for the evaluation process of OER’s.

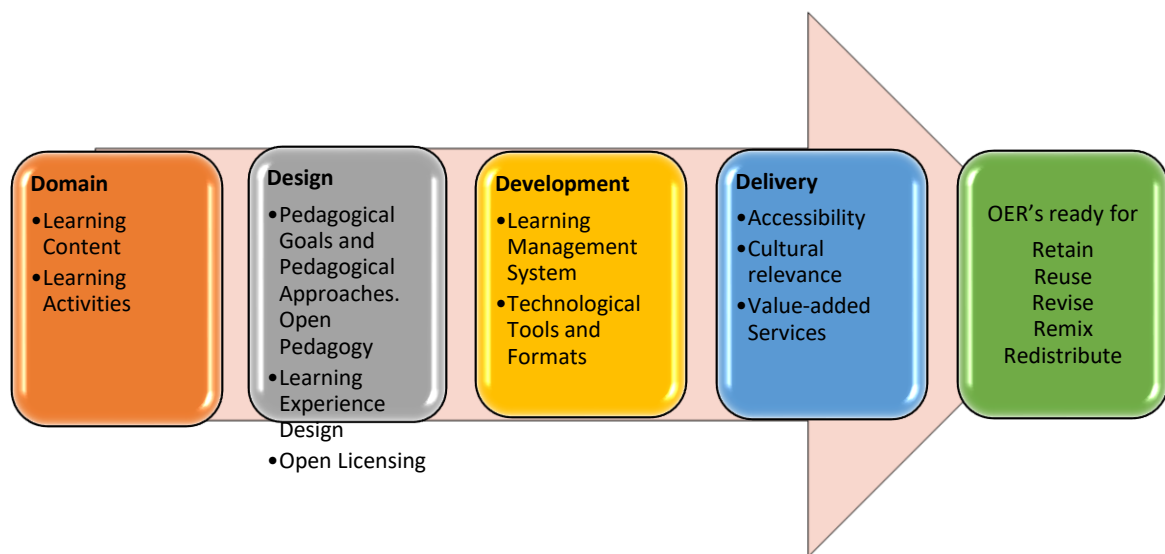


Fig1: DECriS Methodological Framework for evaluation of OER's

4. Optimisation process of OERs

After definition and finalisation of the DECris Methodological Framework for evaluation of OERs (success factors) for digital learning resources (IO3) and mapping them to the practices at the partners' higher education institutions and received reflections (IO4), next phase was optimisation of existing OERs (IO5). In this phase, the DECris consortium applied new success factors to the existing OERs from the EINFOSE project (<http://einfose.ffos.hr>) in order to improve them and test how the success factors can be applied in practice.

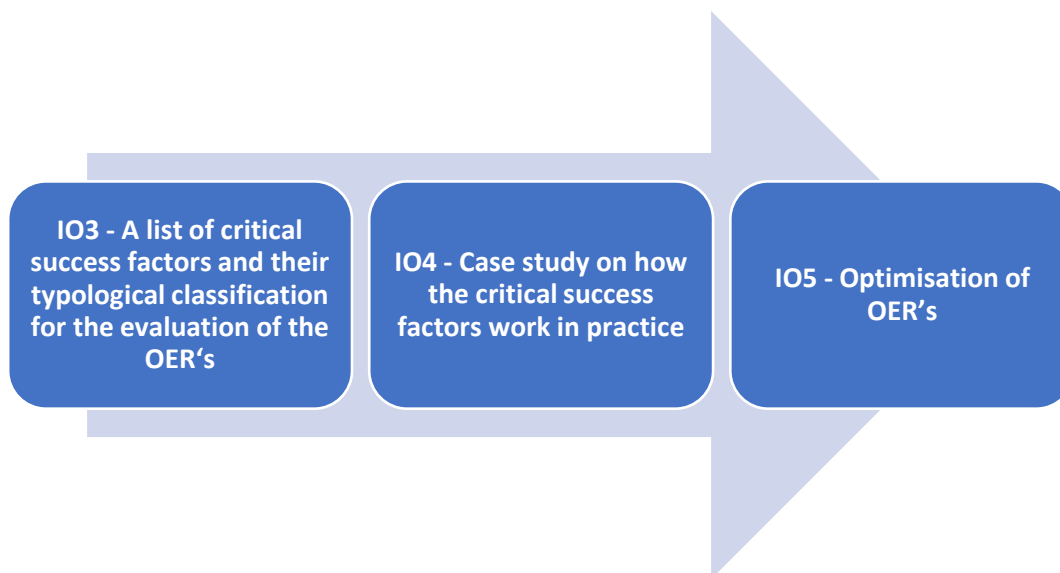


Fig2: Correlation between IO3, IO4, IO5 of DECris Project

There are four existing OERs in key areas of (Library and) Information Science developed in the project EINFOSE.

- *Achievement and advances in information science*
- *Research methodology in information science*
- *Principles of information seeking and retrieval*
- *Evaluation of information services*

All of them are prepared in three European languages and some even are available in four or five languages.

The critical analysis of these OER and their modification/improvement was done through three steps:

- the content of the OERs is checked and suggestions for new content and for changes of the structure are being collected by all partners
- after a decision process, a new content and new multimedia items are being developed
- thirdly, the translations of the content are being updated and some new languages are being added, especially in relation to the addition of the improved content

More important, new didactic methodology is applied and advanced services offered by Moodle are fully implemented (new course format, H5P).

Along with new versions of OER from the EINFOSE project, project partners developed new OER titled *Curation of analogical and digital material* is developed which cover all aspects of curation, including people, buildings, network security and material kept in (L)IS institutions and networks is developed.

Leading project partner SRCE, having expertise and extended experience in work with OER is leading the IO5 and is doing evaluation process of OERs.

New versions of OERs and new OER are at the DECriS platform (<https://decris.ffos.hr/platform/>).

Steps taken in the optimization process of OERs:

- online meetings and discussion with project partners on the topic
- setting the time schedule and working agenda
- initial analysis of the existing OERs from the EINFOSE project
- setting some general criteria and recommendations for optimisation of OERs
- providing feedback (evaluation report) for each OER to project partners
- online meeting and discussion with project partners on the evaluation report on the OERs
- setting the space for OERs development in the DECriS platform (based on Moodle)
- development of new versions of OERs and one new OER
- first evaluation of the new version of the OERs on DECriS platform and providing feedback via e-mail
- further development of the OERs
- providing feedback (evaluation report) for each OERs on DECriS platform
- finalisation of new versions of OERs
- final feedback from the SRCE on OER
- finalisation and publishing of OERs

Evaluation form used in the IO5 is in the Appendix

5. Evaluation of the Existing OERs

After project partners' online meeting and discussion about how to set the OER optimisation process, SRCE team set the time schedule and working agenda for IO5. SRCE team carried out the initial analysis of existing OERs from the EINFOSE project platform (<https://einfose.ffos.hr/>).

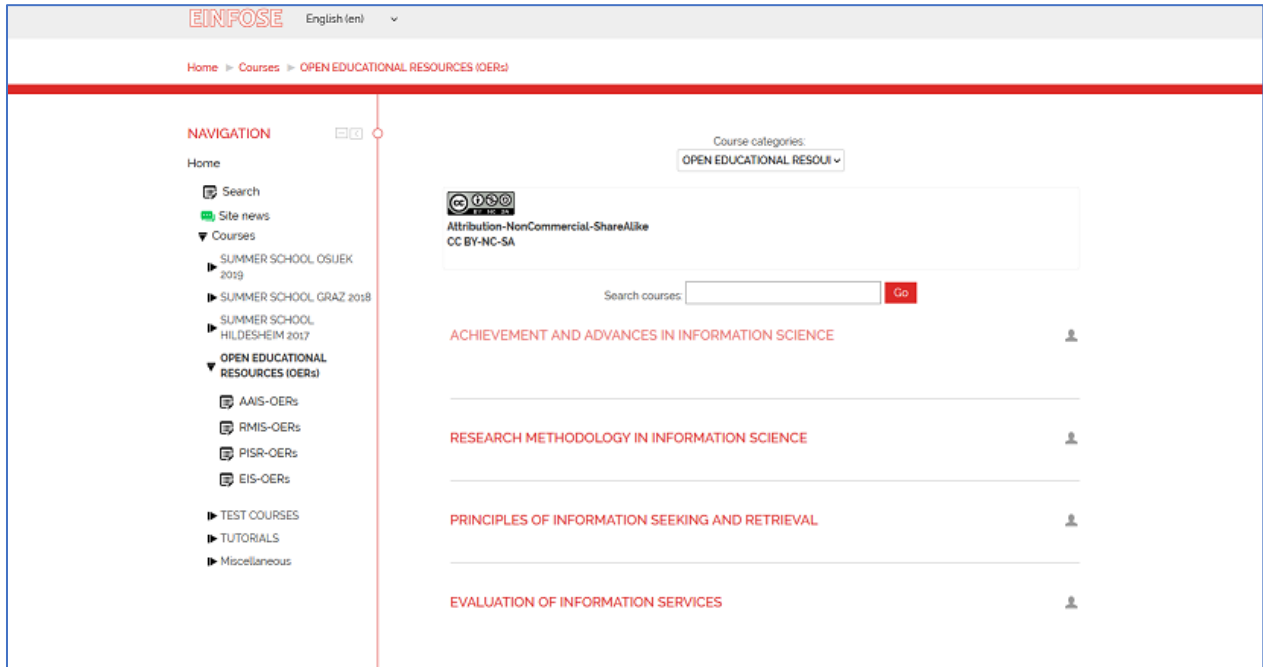


Fig3: EINFOSE platform with OERs

EINFOSE project platform is based on Moodle LMS (an open source platform). Moodle is most used open source learning management system in the world and all project partners have experience in the use of Moodle already. As an open source learning management system that is free to download, modify and share with others, Moodle LMS is the ultimate expression of the values that unite our community of developers, system administrators, educators, and learners. Therefore, the choice to use Moodle platform for the OERs was a logical one.

Developed OERs at the EINFOSE platform are under Creative Commons licence CC BY-NC- SA (Attribution, Non Commercial, Share Alike).

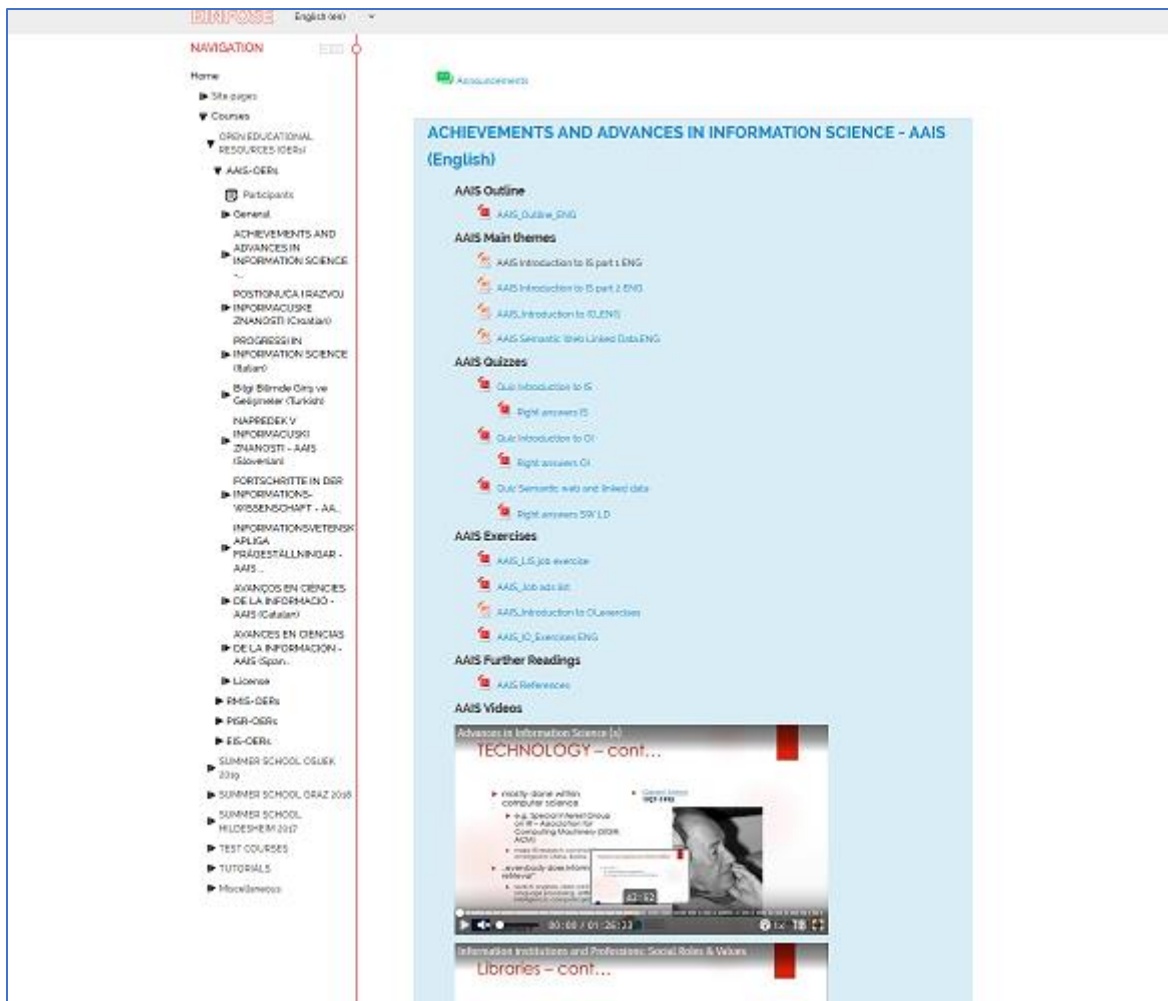


Fig4: Design of an OER at the EINFOSE platform

Existing OER at the EINFOSE platform consists of the learning objectives and learning outcomes, learning materials, quizzes, exercises, and additional readings in the pdf format. Quizzes and exercises enables self-evaluation and reflection on the learning materials. All OERs also have videos that are embedded into the platform.

The OERs are modular, consisting of several smaller units, easy to use and reuse, modify and retain. These OERs can be used for self-regulated learning or to design some learning activity.

After evaluation of the existing OERs the projects partners, who are the leaders of the OERs, had a task to develop new OERs:

- with new content and new multimedia items
- with updated translations of the content and add some new languages
- applying new didactic methodology
- applying services offered by Moodle

SRCE provided some general recommendations after initial evaluation of the EINFOSE OERs for the new versions of OERs that will be on the DECris platform:

- every learning material (ppt, pdf, .doc, video) should have CC licence and stated first authors if existing resource is reused and different from the present author
- for videos: as they are long to be added:
 - when it was done, who is talking, duration, what should person focus on, some questions for reflection at the end
 - not to embed them but to add them as the link to be easy to open for everyone nevertheless the broadband
- add interactivity element using H5P in design of learning material
- prepare assessment using Moodle Activity Quiz
- to check the learning outcomes and modify them if appropriate

Apart from these general recommendations, each OER received individual evaluations with recommendations for improvement in the evaluation form.

All evaluation forms on OERs at the EINFOSE platform are in the Appendix.

Space for new OERs was opened on the DECriS platform, which is based on the Moodle as well, (<https://decris.ffos.hr/>). Project partners then started to develop new versions of the existing OERs and one new OER on the DECriS platform. List of OERs at the DECriS platform and project partners in charge of them:

- Achievement and advances in information science (Osijek team)
- Research methodology in information science (Barcelona team)
- Principles of information seeking and retrieval (Hildesheim team)
- Evaluation of information services (Sofia team)
- Curation of analogical and digital material (Osijek team)

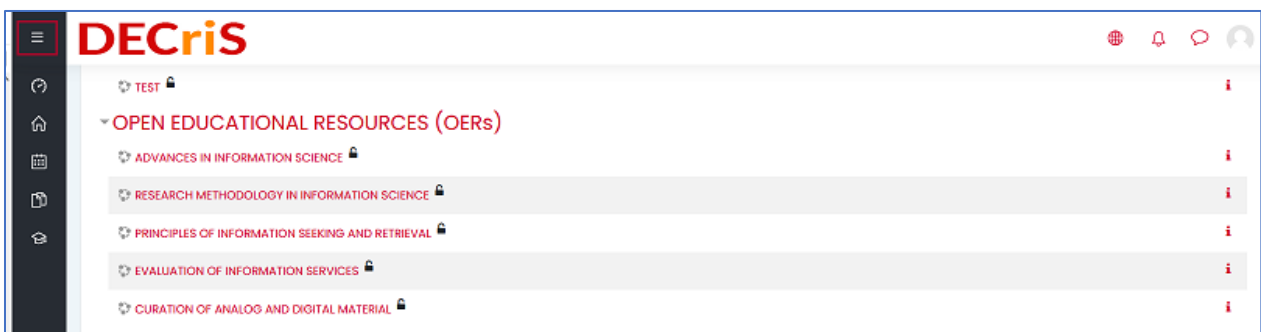


Fig5: Developed OERs at the DECriS platform

This time different course format (collapsed topics) was chosen for OERs as is more compatible with the length of the course as learning materials are in several languages.

The screenshot displays the DECris Moodle interface. On the left is a dark sidebar with navigation options: Course sections, Participants, Badges, Competencies, Grades, Dashboard, Site home, Calendar, My courses, Private files, and Content bank. The main content area shows a course outline with four collapsed topics:

- Course outline and further reading (English) - Toggle** (Topic 1)
 - Course outline (pdf)
 - Course outline
 - Further reading
- Sadržaj kolegija i preporučena literatura (Hrvatski) - Toggle** (Topic 2)
 - Sadržaj kolegija
 - Preporučena literatura
- Lectures, quizzes and workshop (English) - Toggle** (Topic 3)
- Predavanja, kvizovi i vježbe (Hrvatski) - Toggle** (Topic 4)

At the top of the main area, there is a Creative Commons Attribution-ShareAlike 4.0 International License logo and a link to the license. Below the license, there are controls to 'Open all' or 'Close all' sections, with an instruction: 'Clicking on the section name will show / hide the section.' On the right side, there are panels for 'Upcoming events' (none listed), 'Recent activity' (listing updates from June 2023), and 'Search forums'.

Fig6: Course format collapsed topics

In development of new learning material, project partners used materials from the EINFOSE, from Summer School in Osijek 2021 and Summer School Hildesheim in 2022.

Each project partner received evaluation for the OER that they are leading and based on general recommendations and evaluation form started to develop new version of the OER. Osijek team in charge for new OER followed general recommendations.

SRCE team was on disposal for questions and comments all the time. In addition, SRCE team offered to prepare assessment using Moodle Activity Quiz along with pdf version. Some project partners leading the development of new version of OER took this opportunity, but some were able to do it on their own.

Presenting learning material more interactively using H5P that is integrated into Moodle platform is new feature that previous OERs did not have. Project partners had training in November 2022 as project activity Tutorial 2 in order to be able to implement advanced services offered by Moodle as well as new learning design. The topic of Tutorial 2 was "Advanced use of Moodle", aimed to involve participants from partner HEIs in the process of learning design and implementation of their own material using Moodle platform. Tutorial 2 has covered the following subtopics: ABC workshop on learning design; How to make questions and Quiz activity in Moodle, Lesson activity in Moodle and H5P in Moodle. Project partners had also passed training about video production in Tutorial 1 organized in November 2021

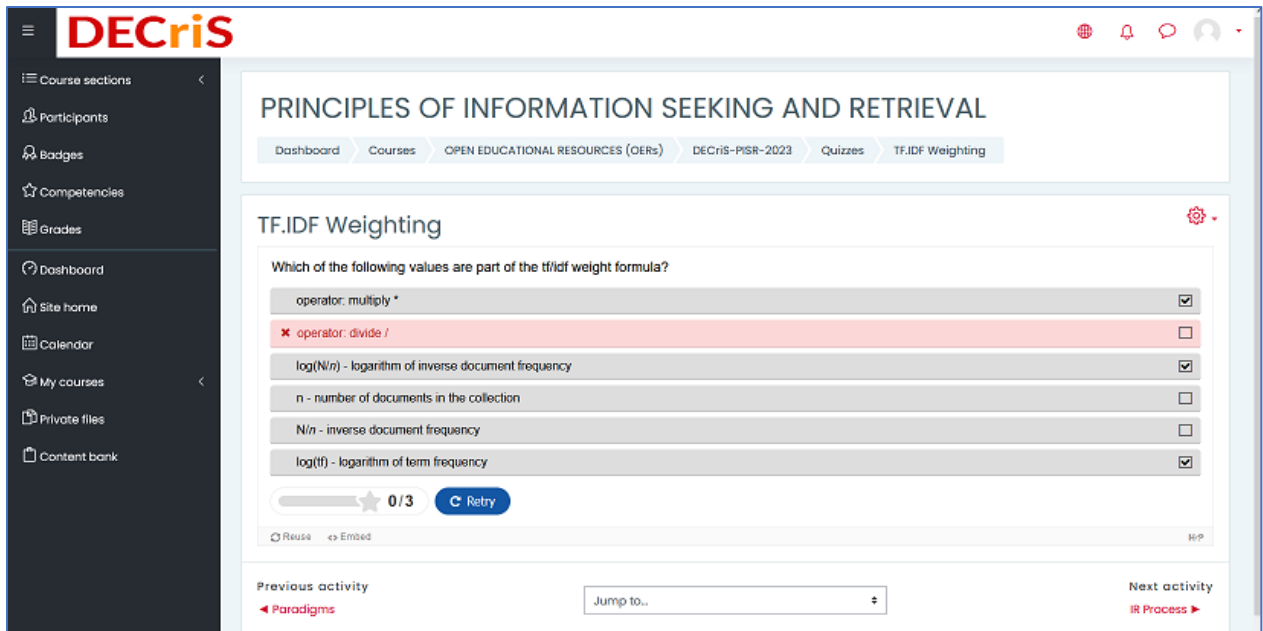


Fig7: Using H5P in the OER

Project partners used H5P for presentation of learning material and for assessment in developed OERs.

Upon setting the OER concept and preparing the majority of learning material, SRCE did evaluation of OERs developed on the DECris platform. After evaluation, project partners received by e-mail comments on new OERs and recommendations for further development.

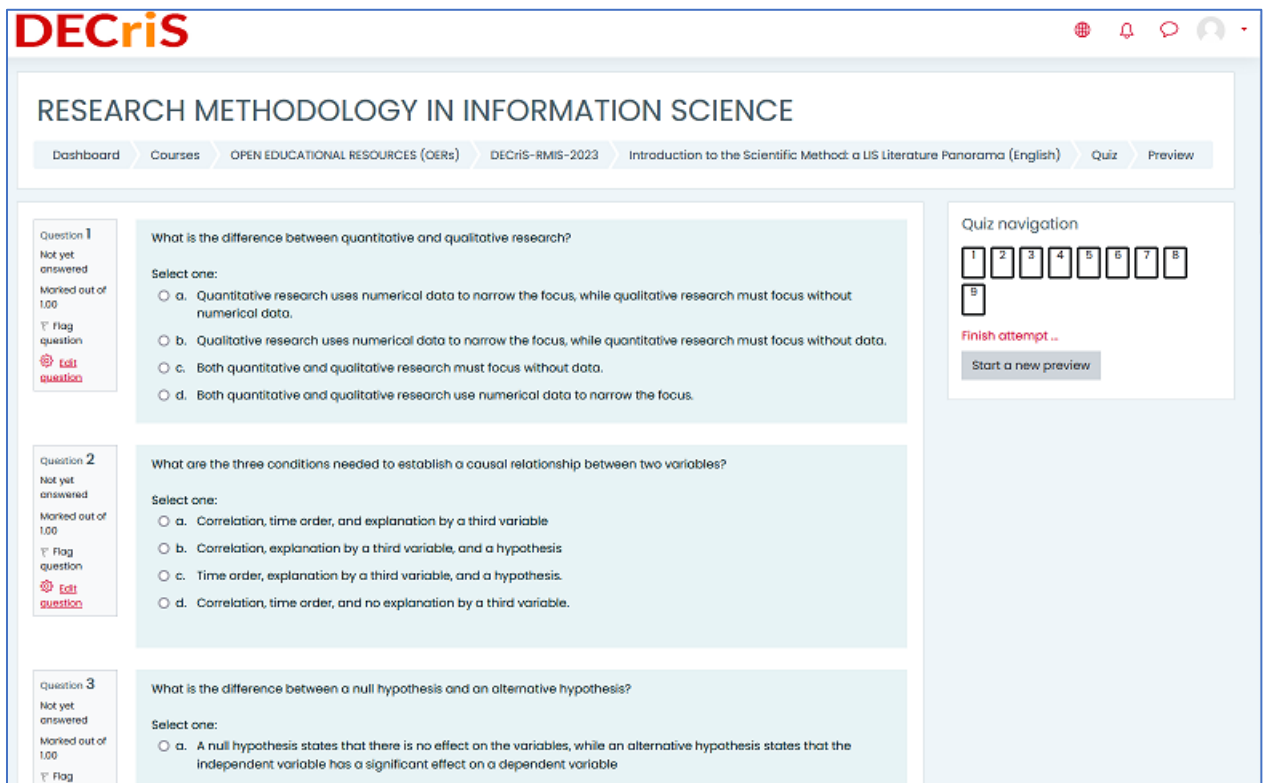


Fig 8: Moodle Activity Quiz for the assessment

After finalisation of the OER at the DECris platform, SRCE team did another evaluation using evaluation form for each of the OERs. Based on received feedback some project partners worked additionally on the OERs.

Developed OERs at the DECris platform are under Creative Commons licence CC BY (Attribution).

All evaluation forms on OERs at the DECris platform are in the Appendix.

The results of IO5 is five new OERs that are optimised, updated regarding the learning content, more interactive using advanced services of Moodle, prepared used new didactic methodology (based on the ABC learning design and revised learning outcomes), new languages added.

Conclusions

This report presents the process of the optimisation of existing OER. The process was based on newly defined success factors (see the Evaluation form in the Appendix) and reflections from the case study on how the critical success factors work in practice performed in IO4. The report provides insight into the process itself, steps taken to optimize OER to have high quality OER and to achieve a good practice in OER design to be enabled to promote openness, sharing, reuse of resources and collaboration amongst academic communities, and more concrete in (Library and) Information Science.

What is important besides the Methodological Framework is teachers (educators) continuous professional development that will enable them to understand and know the possibilities of open education and OER as well as to use different tool and technologies to develop them, to use them and to share them. In addition, it is also important to provide support to educators in teaching and learning process so that they can design and produce innovative, high quality educational process and resources.

There is always a room for improvement and in DECriS project and in this report we provided example how it can be done. Four existing OERs were optimised based on the DECriS Methodological Framework for evaluation of OERs (success factors) and one new is developed according to it. Using DECriS Methodological Framework for evaluation of OERs (success factors) and guided optimisation process led to successful optimisation of OER that can be of use to everyone. All OERs are available at the DECriS platform

Appendix

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

Value-Added Services		
Linguistic accessibility, understandability (multilingual support, reduced linguistic complexity, consistency of language and key terms?)	<input type="checkbox"/> yes <input type="checkbox"/> no	
Monitoring and evaluation (tools/mechanisms) (quality control mechanism/tools included?)	<input type="checkbox"/> yes <input type="checkbox"/> no	
Peer-review process	<input type="checkbox"/> yes <input type="checkbox"/> no	
Conformity with EU-GDPR	<input type="checkbox"/> yes <input type="checkbox"/> 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:		

2) Evaluation of the OERs from the EINFOSE project

IO 4 Course Evaluation Form

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

Evaluating partner Institution:		
Is this OER used as part of a course at your institution (please mark)? Yes / No		
If Yes: n/a		
Name of Teacher: n/a		
Title of Course: n/a		
Language of Course: n/a		
Level (BA/MA): n/a		
URL to course description: n/a		
OER's Title: ACHIEVEMENT AND ADVANCES IN INFORMATION SCIENCE		
Address/ URL: https://einfose.ffos.hr/platform/course/view.php?id=20		
Domain: https://einfose.ffos.hr		
Author: Multiple authors of materials presented within this course: Tatjana Aparac-Jelušić, Thomas Mandl, Sanjica Faletar Tanacković, Polona Vilar, Vittore Casarosa		
Organisation: Collaboration (Faculty of Humanities and Social Sciences of Osijek, University of Hildesheim, University of Ljubljana, Institute of Information Science and Technologies "Alessandro Faedo")		
Definition of OER: <i>"Open 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"</i> (UNESCO, 2022)		
Type of OER: Describe (presentation, video, text, quiz, assessment ...)	Content ? Course (presentation, videos, quizzes, exercises)	Activity? This OER is divided in four parts consisting of a mixture of lectures, basic and recommended further readings, quizzes, examples of possible exercises, video and audio materials and links to other useful resources.
General description/any further comments:		

<p>This course is intended for everyone who wants to learn about the origin, development and achievements of information science.</p> <p>In this course, participants are introduced to an overview of the most important moments that led to the development of information technology, and the goals that need to be achieved in order to facilitate access to information are highlighted. Participants are given an insight into the main types of information institutions, their social roles and the tasks, competencies and responsibilities of IT professionals. A separate section covers issues of the Semantic Web and Linked Data.</p>		
<p>Language of OER: The course is available in 9 languages, with the content being fully available in three languages (English, Croatian and Italian), part of the content available in two languages (German and Turkish), and in other languages (Slovenian, Catalan, Spanish and Swedish) only literature is available.</p>		
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)
<p>Learning Content and Learning Experience Design</p>		
<p>Standardized metadata (detailed description and data about OER available?)</p>	<input type="checkbox"/> yes <input type="checkbox"/> no	<ul style="list-style-type: none"> • Metadata description is not available for the entire course due to characteristics of LMS, nor for all individual resources within the course • Metadata for videos that are embedded within the course and available on TIB AV-Portal are aligned with the standards (further details: https://av.tib.eu/opendata) Formal Metadata (including: Title, Title of Series, Number of Parts, Author, License, Identifiers, Publisher, Release Date, Language, Producer, Production Place) and Content Metadata (Subject Area, Genre, Abstract, Keywords) • Discoverable and visibility of the course could be improved by adding/linking the courses to the external platforms that aggregate OERs.
<p>Alignment (relevant, aligned to the catalog's course description and student learning outcomes?)</p>	<input type="checkbox"/> yes <input type="checkbox"/> no	<ul style="list-style-type: none"> • Course content and activities are aligned with course description and learning outcomes. • Some learning outcomes are not measurable and do not contain active verbs in accordance with Bloom taxonomy.
<p>Authority (author(s), affiliation)</p>	<input type="checkbox"/> yes <input type="checkbox"/> no	<ul style="list-style-type: none"> • The course contains various resources by different authors from multiple institutions that are attributed on individual resources within the course.

		<ul style="list-style-type: none"> Affiliations and/or identifiers are not clearly specified for all authors.
Breadth of perspectives (reflects multiple perspectives and points of view on course topics?)	<input type="checkbox"/> yes <input type="checkbox"/> no	<ul style="list-style-type: none"> This course reflects different perspectives because it introduces the user to the issue of the connection of information science with other scientific and academic disciplines and professions, whereby attention is especially directed towards changes, innovative approaches, challenges and efforts to solve perceived problems with the application of appropriate professional competences and available technological innovations and tools.
Accuracy and content presentation (accurate and current information with appropriate coverage of material? Appropriate content structure and presentation?)	<input type="checkbox"/> yes <input type="checkbox"/> no	<ul style="list-style-type: none"> The information provided is accurate and reliable. The structure of the content of the presentations enables understanding and assimilation of the information conveyed. Publishing date is not specified for all resources.
Convenient and easy for use	<input type="checkbox"/> yes <input type="checkbox"/> no	<ul style="list-style-type: none"> The course is easy to use, free of charge and accessible to everyone. Discoverability and visibility of the course could be improved by adding/linking the courses to the external platforms that aggregate OERs.
Interactivity (optional)	<input type="checkbox"/> yes <input type="checkbox"/> no	<ul style="list-style-type: none"> This course contains multiple exercises and quizzes aimed at achieving learning outcomes, but currently only in a form of documents. Some of them should be translated to LMS activities for more effective and engaging learning experience. Interactivity does not exist at the moment, but it will be enabled after the creation of quizzes and H5P.
Technological Issues		
Format of the OER (e.g. picture, video)	<input type="checkbox"/> yes <input type="checkbox"/> no	<ul style="list-style-type: none"> Course within LMS (Moodle) containing PDF documents, presentations and embedded videos.
Quality of the final product (content in the OER is clear and understandable,	<input type="checkbox"/> yes <input type="checkbox"/> no	<ul style="list-style-type: none"> The overall quality considering all aspects of availability, effectiveness, production

<p>if applicable: interface and design are easy to navigate)</p>		<p>quality, design and technological aspect is satisfactory.</p> <ul style="list-style-type: none"> • Learning experience could be improved by using LMS activities for more user-centered approach.
<p>Production value (high quality of video and audio (if included), contains no spelling errors or typos?)</p>	<p><input type="checkbox"/> yes <input type="checkbox"/> no</p>	<ul style="list-style-type: none"> • Videos are of a high quality. • Videos should be presented as a link to an external platform rather than an embedded video with short and informative description. • Standardization of the textual and graphic elements in OER is recommended.
<p>Learning Process and Pedagogy</p>		
<p>Accessibility, inclusiveness, equality and cultural relevance (accessible to all, including learners with disabilities and of different cultural backgrounds?)</p>	<p><input type="checkbox"/> yes <input type="checkbox"/> no</p>	<ul style="list-style-type: none"> • The content of the course is user-centered and aimed at every individual, using inclusive language and context. • The content of the course is relevant for all. • Standard file formats are used within the course, readable content, usage of appropriate fonts in accordance with accessibility guidelines. • No statement on the digital accessibility within the LMS.
<p>Level of Open License (terms of use are clearly specified?)</p>	<p><input type="checkbox"/> yes <input type="checkbox"/> no</p>	<ul style="list-style-type: none"> • Course is available under open license: Creative Commons Attribution-NonCommercial-ShareAlike (CC BY-NC-SA). • License information is available on the course page on the LMS under designated category titled License. • Terms of use are not specified and added on every individual resource that is presented within the course (open license), which should be the case as materials can be downloaded and shared separately.
<p>Information on citation style</p>	<p><input type="checkbox"/> yes <input type="checkbox"/> no</p>	<ul style="list-style-type: none"> • Information on citation guidelines are not provided for all resources.
<p>Pedagogical Goals and Pedagogical Approaches (learner-centered, promotes active learning, class participation, and/or collaboration?)</p>	<p><input type="checkbox"/> yes <input type="checkbox"/> no</p>	<ul style="list-style-type: none"> • This course provides a comprehensive learning experience and content for completing stated educational goals in a structured way and in accordance with learning outcomes.

		<ul style="list-style-type: none"> In order to make the course interactive, it is necessary to add a quiz activity.
Student engagement, assessment methods and self-assessment (optional) (effective and engaging assessments of learning outcomes and course objectives?)	<input type="checkbox"/> yes <input type="checkbox"/> no	<ul style="list-style-type: none"> Questions for the assessment are available in a form of a document. Student engagement and assessment of learning outcomes could be improved by using LMS activities for more user-centered approach.
Value-Added Services		
Linguistic accessibility, understandability (multilingual support, reduced linguistic complexity, consistency of language and key terms?)	<input type="checkbox"/> yes <input type="checkbox"/> no	<ul style="list-style-type: none"> The course is available in 9 languages, with the content being fully available in three languages (English, Croatian and Italian), part of the content available in two languages (German and Turkish), and in other languages (Slovenian, Catalan, Spanish and Swedish) only literature is available. The language of the content is direct, clear and reduced of linguistic complexity. Key terms are consistent within the course content.
Monitoring and evaluation (tools/mechanisms) (quality control mechanism/tools included?)	<input type="checkbox"/> yes <input type="checkbox"/> no	<ul style="list-style-type: none"> No internal quality control mechanisms or tools included. External evaluation and quality control planned within the DECris project
Peer-review process	<input type="checkbox"/> yes <input type="checkbox"/> no	<ul style="list-style-type: none"> Information not available.
Conformity with EU-GDPR	<input type="checkbox"/> yes <input type="checkbox"/> no	<ul style="list-style-type: none"> No data about the user is collected within the LMS.
Any further comments:		
Main recommendations for further improvement <ul style="list-style-type: none"> activities provided within the LMS could be used to improve interactivity (Moodle quizzes, H5P etc.) standardization of the textual and graphic elements within the OER terms of use should be specified and added on every individual resource that is presented within the course (open license) learning outcomes should be measurable and contain action verbs, in accordance with Bloom's taxonomy adding affiliations and/or other identifiers for the authors adding/linking the courses to the external platforms that aggregate OERs to increase visibility 		

IO 4 Course Evaluation Form

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

Partner Institution: SRCE		
Is this OER used as part of a course at your institution (please mark)? Yes / No If Yes: n/a Name of Teacher: n/a Title of Course: n/a Language of Course: n/a Level (BA/MA): n/a URL to course description: n/a		
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		
Author: Multiple authors of materials presented within this course: Juan-José Boté, Johan Eklund, Gustaf Nelhans, Simona Turbanti, Vittore Casarosa		
Organisation: Collaboration (University of Barcelona, University of Borås, University of Pisa)		
Definition of OER: <i>“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 re-distribution by others” (UNESCO, 2022)</i>		
Type of OER: Describe (presentation, video, text, quiz, assessment ...)	Content ? Course (presentations, videos quizzes, exercises)	Activity? Course is divided in 5 parts (mixture of lectures, quizzes and exercises).
General description/any further comments: The course is aimed to introduce research methods in Library & Information Science (LIS) from basic concepts and methods to scholarly publication and research evaluation and information visualisation. It combines theoretical and applied research designs, methodologies and approaches to evaluation of research.		
Language of OER: Course materials are currently available in the following languages: English (all resources including videos), Spanish, Catalan, Swedish, Turkish, German, Croatian, Slovenian, (partially translated), Italian (only literature)		

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?)	<input type="checkbox"/> yes <input type="checkbox"/> no	<ul style="list-style-type: none"> • Metadata description is not available for the entire course due to characteristics of LMS, nor for all individual resources within the course • Metadata for videos that are embedded within the course and available on TIB AV-Portal are aligned with the standards (further details: https://av.tib.eu/opendata) Formal Metadata (including: Title, Title of Series, Number of Parts, Author, License, Identifiers, Publisher, Release Date, Language, Producer, Production Place) and Content Metadata (Subject Area, Genre, Abstract, Keywords) • Discoverable and visibility of the course could be improved by adding/linking the courses to the external platforms that aggregate OERs.
Alignment (relevant, aligned to the catalog's course description and student learning outcomes?)	<input type="checkbox"/> yes <input type="checkbox"/> no	<ul style="list-style-type: none"> • Course content and activities are aligned with learning outcomes • Some learning outcomes are not measurable and do not contain active verbs in accordance with Bloom's taxonomy
Authority (author(s), affiliation)	<input type="checkbox"/> yes <input type="checkbox"/> no	<ul style="list-style-type: none"> • The course contains various resources by different authors from multiple institutions that are attributed on individual resources within the course. • Affiliations and/or identifiers are not clearly specified for all authors
Breadth of perspectives (reflects multiple perspectives and points of view on course topics?)	<input type="checkbox"/> yes <input type="checkbox"/> no	<ul style="list-style-type: none"> • This course reflects multiple perspectives as it presents the subject in different roles. The content presented within the course is specifically designed to address the scope of the subject of a research methodology, publishing and evaluation to address needs of the students in multiple roles: those of a researcher and of an information scientist.

<p>Accuracy and content presentation (accurate and current information with appropriate coverage of material? Appropriate content structure and presentation?)</p>	<p><input type="checkbox"/> yes <input type="checkbox"/> no</p>	<ul style="list-style-type: none"> Information within the course are accurate, and current, with appropriate coverage of material, content structure and presentation. Publishing date is not specified for all resources.
<p>Convenient and easy for use</p>	<p><input type="checkbox"/> yes <input type="checkbox"/> no</p>	<ul style="list-style-type: none"> The course is available for everyone free of charge. Discoverability and visibility of the course could be improved by adding/linking the courses to the external platforms that aggregate OERs.
<p>Interactivity (optional)</p>	<p><input type="checkbox"/> yes <input type="checkbox"/> no</p>	<ul style="list-style-type: none"> This course contains multiple exercises and quizzes aimed at achieving learning outcomes, but currently only in a form of documents. Some of them should be translated to LMS activities for more effective and engaging learning experience.
<p>Technological Issues</p>		
<p>Format of the OER (e.g. picture, video)</p>	<p><input type="checkbox"/> yes <input type="checkbox"/> no</p>	<ul style="list-style-type: none"> E-course within the LMS (Moodle), containing PowerPoint presentations, PDF documents and embedded videos.
<p>Quality of the final product (content in the OER is clear and understandable, if applicable: interface and design are easy to navigate)</p>	<p><input type="checkbox"/> yes <input type="checkbox"/> no</p>	<ul style="list-style-type: none"> The overall quality considering all aspects of availability, effectiveness, production quality, design and technological aspect is satisfactory. Learning experience could be improved by using LMS activities for more user-centered approach.
<p>Production value (high quality of video and audio (if included), contains no spelling errors or typos?)</p>	<p><input type="checkbox"/> yes <input type="checkbox"/> no</p>	<ul style="list-style-type: none"> Videos are of a high quality. Videos should be presented as a link to an external platform rather than an embedded video with short and informative description. Standardization of the textual and graphic elements in OER.
<p>Learning Process and Pedagogy</p>		
<p>Accessibility, inclusiveness, equality and cultural relevance (accessible to all, including learners with disabilities and of different cultural backgrounds?)</p>	<p><input type="checkbox"/> yes <input type="checkbox"/> no</p>	<ul style="list-style-type: none"> The course content is aimed at every individual, using inclusive language and context.

		<ul style="list-style-type: none"> Standard file formats are used within the course, readable content, usage of appropriate fonts in accordance with accessibility guidelines. No statement on the accessibility within the LMS.
Level of Open License (terms of use are clearly specified?)	<input type="checkbox"/> yes <input type="checkbox"/> no	<ul style="list-style-type: none"> Course is available under open licence: Creative Commons Attribution-NonCommercial-ShareAlike (CC BY-NC-SA). Licence information is available on the course page on the LMS under designated category titled Licence. Terms of use are not specified and added on every individual resource that is presented within the course (open licence), which should be the case as materials can be downloaded and shared separately.
Information on citation style	<input type="checkbox"/> yes <input type="checkbox"/> no	<ul style="list-style-type: none"> Information on citation guidelines are not provided for all resources.
Pedagogical Goals and Pedagogical Approaches (learner-centred, promotes active learning, class participation, and/or collaboration?)	<input type="checkbox"/> yes <input type="checkbox"/> no	<ul style="list-style-type: none"> Course provides a comprehensive learning experience and content for completing stated educational goals in a structured way and in accordance with learning outcomes.
Student engagement, assessment methods and self-assessment (optional) (effective and engaging assessments of learning outcomes and course objectives?)	<input type="checkbox"/> yes <input type="checkbox"/> no	<ul style="list-style-type: none"> Questions for the assessment are available in a form of a document. Student engagement and assessment of learning outcomes could be improved by using LMS activities for more user-centered approach.
Value-Added Services		
Linguistic accessibility, understandability (multilingual support, reduced linguistic complexity, consistency of language and key terms?)	<input type="checkbox"/> yes <input type="checkbox"/> no	<ul style="list-style-type: none"> Course materials are currently available in the following languages: English (all resources including videos), Spanish, Catalan, Swedish, Turkish, German, Croatian, Slovenian, (partially translated), Italian (only literature) The language of the content is direct, clear and reduced of linguistic complexity. Key terms are consistent within the course content.

Monitoring and evaluation (tools/mechanisms) (quality control mechanism/tools included?)	<input type="checkbox"/> yes <input type="checkbox"/> no	<ul style="list-style-type: none"> No internal quality control mechanisms or tools included. External evaluation and quality control planned within the DECriS project.
Peer-review process	<input type="checkbox"/> yes <input type="checkbox"/> no	<ul style="list-style-type: none"> Information not available.
Conformity with EU-GDPR	<input type="checkbox"/> yes <input type="checkbox"/> no	<ul style="list-style-type: none"> No data about the user is presented within the LMS.
Any further comments:		
<p>Main recommendations for further improvement:</p> <ul style="list-style-type: none"> - activities provided within the LMS could be used to improve interactivity (Moodle quizzes, H5P etc.) - standardization of the textual and graphic elements within the OER - terms of use should be specified and added on every individual resource that is presented within the course (open licence) - learning outcomes should be measurable and contain action verbs, in accordance with Bloom's taxonomy - adding affiliations and/or other identifiers for the authors - adding/linking the courses to the external platforms that aggregate OERs to increase visibility 		

IO 4 Course Evaluation Form

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

Partner Institution: SRCE
Is this OER used as part of a course at your institution (please mark)? Yes / No If Yes: n/a Name of Teacher: n/a Title of Course: n/a Language of Course: n/a Level (BA/MA): n/a URL to course description: n/a
OER's Title: Principles of information seeking and retrieval
Address/ URL: https://einfose.ffos.hr/platform/course/view.php?id=22
Domain: https://einfose.ffos.hr

<p>Author: Multiple authors of materials presented within this course: Thomas Mandl, Andreu Sulé, Jan Pisanski, Polona Vilar, Stefanie Elbeshausen, Juan-José Boté</p>		
<p>Organisation: Collaboration (University of Hildesheim, University of Barcelona, University of Ljubljana)</p>		
<p>Definition of OER: <i>“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 re-distribution by others”</i> (UNESCO, 2022)</p>		
<p>Type of OER: Describe (presentation, video, text, quiz, assessment ...)</p>	<p>Content ?</p> <p>Course (presentations, videos quizzes, excercises)</p>	<p>Activity?</p> <p>Course is divided in 4 parts (mixture of lectures, quizzes and exercises), estimated duration: 4 x 90 minutes.</p>
<p>General description/any further comments:</p> <p>This course is aimed to provide an overview of the Information Retrieval (IS). It explains different systems and shows students the advantages and disadvantages of human and automatic indexing. Exact match and partial match systems are explained. The use of systems and the typical processes of users are shown. The collaborative use and some specific systems for searching together are shown. Organization of information is discussed in more detail than in the introductory part, followed by a discussion of users, their needs and behaviour, as well as user types.</p>		
<p>Language of OER: Course materials are currently available in the following languages: English (all resources including videos), German, Slovenian, Spanish, Catalan, Croatian, Turkish (partially translated)</p>		
<p>Criteria</p>	<p>Criterion is applicable/not applicable</p>	<p>Please elaborate how these quality criteria are implemented in this OER (complete only fields that are applicable for this OER)</p>
<p>Learning Content and Learning Experience Design</p>		
<p>Standardized metadata (detailed description and data about OER available?)</p>	<p><input type="checkbox"/> yes <input type="checkbox"/> no</p>	<ul style="list-style-type: none"> • Metadata description is not available for the entire course due to characteristics of LMS, nor for all individual resources within the course • Metadata for videos that are embedded within the course and available on TIB AV-Portal are aligned with the standards (further details: https://av.tib.eu/opendata) Formal Metadata (including: Title, Title of Series, Number of Parts, Author, License, Identifiers, Publisher, Release Date, Language, Producer, Production

		<p>Place) and Content Metadata (Subject Area, Genre, Abstract, Keywords)</p> <ul style="list-style-type: none"> Discoverable and visibility of the course could be improved by adding/linking the courses to the external platforms that aggregate OERs.
Alignment (relevant, aligned to the catalog's course description and student learning outcomes?)	<input type="checkbox"/> yes <input type="checkbox"/> no	<ul style="list-style-type: none"> Course content and activities are aligned with learning outcomes Some learning outcomes are not measurable and do not contain active verbs in accordance with Bloom's taxonomy
Authority (author(s), affiliation)	<input type="checkbox"/> yes <input type="checkbox"/> no	<ul style="list-style-type: none"> The course contains various resources by different authors from multiple institutions that are attributed on individual resources within the course. Affiliations and/or identifiers are not clearly specified for all authors
Breadth of perspectives (reflects multiple perspectives and points of view on course topics?)	<input type="checkbox"/> yes <input type="checkbox"/> no	<ul style="list-style-type: none"> This course reflects multiple perspectives as it presents the subject in different roles. The content presented within the course is specifically designed to cover specific information needs of various groups and individuals of a different age groups and backgrounds.
Accuracy and content presentation (accurate and current information with appropriate coverage of material? Appropriate content structure and presentation?)	<input type="checkbox"/> yes <input type="checkbox"/> no	<ul style="list-style-type: none"> Information within the course are accurate, and current, with appropriate coverage of material, content structure and presentation. Publishing date is not specified for all resources.
Convenient and easy for use	<input type="checkbox"/> yes <input type="checkbox"/> no	<ul style="list-style-type: none"> The course is available for everyone free of charge. Discoverability and visibility of the course could be improved by adding/linking the courses to the external platforms that aggregate OERs.
Interactivity (optional)	<input type="checkbox"/> yes <input type="checkbox"/> no	<ul style="list-style-type: none"> This course contains multiple exercises and quizzes aimed at achieving learning outcomes, but currently only in a form of documents. Some of them should be translated to LMS activities for more effective and engaging learning experience.

Technological Issues

<p>Format of the OER (e.g. picture, video)</p>	<p><input type="checkbox"/> yes <input type="checkbox"/> no</p>	<ul style="list-style-type: none"> E-course within the LMS (Moodle), containing PowerPoint presentations, PDF documents and embedded videos.
<p>Quality of the final product (content in the OER is clear and understandable, if applicable: interface and design are easy to navigate)</p>	<p><input type="checkbox"/> yes <input type="checkbox"/> no</p>	<ul style="list-style-type: none"> The overall quality considering all aspects of availability, effectiveness, production quality, design and technological aspect is satisfactory. Learning experience could be improved by using LMS activities for more user-centered approach.
<p>Production value (high quality of video and audio (if included), contains no spelling errors or typos?)</p>	<p><input type="checkbox"/> yes <input type="checkbox"/> no</p>	<ul style="list-style-type: none"> Videos are of a high quality. Videos should be presented as a link to an external platform rather than an embedded video with short and informative description. Standardization of the textual and graphic elements in OER.
<p>Learning Process and Pedagogy</p>		
<p>Accessibility, inclusiveness, equality and cultural relevance (accessible to all, including learners with disabilities and of different cultural backgrounds?)</p>	<p><input type="checkbox"/> yes <input type="checkbox"/> no</p>	<ul style="list-style-type: none"> The course content is aimed at every individual, using inclusive language and context. Standard file formats are used within the course, readable content, usage of appropriate fonts in accordance with accessibility guidelines. No statement on the accessibility within the LMS.
<p>Level of Open License (terms of use are clearly specified?)</p>	<p><input type="checkbox"/> yes <input type="checkbox"/> no</p>	<ul style="list-style-type: none"> Course is available under open licence: Creative Commons Attribution-NonCommercial-ShareAlike (CC BY-NC-SA). Licence information is available on the course page on the LMS under designated category titled Licence. Terms of use are not specified and added on every individual resource that is presented within the course (open licence), which should be the case as materials can be downloaded and shared separately.
<p>Information on citation style</p>	<p><input type="checkbox"/> yes <input type="checkbox"/> no</p>	<ul style="list-style-type: none"> Information on citation guidelines are not provided for all resources.
<p>Pedagogical Goals and Pedagogical Approaches (learner-centred,</p>	<p><input type="checkbox"/> yes <input type="checkbox"/> no</p>	<ul style="list-style-type: none"> Course provides a comprehensive learning experience and content for

promotes active learning, class participation, and/or collaboration?)		completing stated educational goals in a structured way and in accordance with learning outcomes.
Student engagement, assessment methods and self-assessment (optional) (effective and engaging assessments of learning outcomes and course objectives?)	<input type="checkbox"/> yes <input type="checkbox"/> no	<ul style="list-style-type: none"> • Questions for the assessment are available in a form of a document. • Student engagement and assessment of learning outcomes could be improved by using LMS activities for more user-centered approach.
Value-Added Services		
Linguistic accessibility, understandability (multilingual support, reduced linguistic complexity, consistency of language and key terms?)	<input type="checkbox"/> yes <input type="checkbox"/> no	<ul style="list-style-type: none"> • Course materials are currently available in the following languages: English (all resources including videos), German, Slovenian, Spanish, Catalan, Croatian, Turkish (partially translated). • The language of the content is direct, clear and reduced of linguistic complexity. • Key terms are consistent within the course content.
Monitoring and evaluation (tools/mechanisms) (quality control mechanism/tools included?)	<input type="checkbox"/> yes <input type="checkbox"/> no	<ul style="list-style-type: none"> • No internal quality control mechanisms or tools included. • External evaluation and quality control planned within the DECriS project.
Peer-review process	<input type="checkbox"/> yes <input type="checkbox"/> no	<ul style="list-style-type: none"> • Information not available.
Conformity with EU-GDPR	<input type="checkbox"/> yes <input type="checkbox"/> no	<ul style="list-style-type: none"> • No data about the user is presented within the LMS.
Any further comments:		
<p>Main recommendations for further improvement:</p> <ul style="list-style-type: none"> - activities provided within the LMS could be used to improve interactivity (Moodle quizzes, H5P etc.) - standardization of the textual and graphic elements within the OER - terms of use should be specified and added on every individual resource that is presented within the course (open licence) - learning outcomes should be measurable and contain action verbs, in accordance with Bloom's taxonomy - adding affiliations and/or other identifiers for the authors - adding/linking the courses to the external platforms that aggregate OERs to increase visibility 		

IO 4 Course Evaluation Form

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

Evaluating partner Institution: SRCE		
Is this OER used as part of a course at your institution (please mark)? Yes / No If Yes: n/a Name of Teacher: n/a Title of Course: n/a Language of Course: n/a Level (BA/MA): n/a URL to course description: n/a		
OER's Title: Evaluation of Information Services		
Address/ URL: https://einfose.ffos.hr/platform/course/view.php?id=23		
Domain: https://einfose.ffos.hr		
Author: Multiple authors of materials presented within this course: Christian Schlögl, Elena Maceviciute, Baiba Holma, Kornelija Petr Balog		
Organisation: Collaboration (University of Graz, University of Borås, Faculty of Humanities and Social Sciences of Osijek)		
Definition of OER: <i>“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 re-distribution by others” (UNESCO, 2022)</i>		
Type of OER: Describe (presentation, video, text, quiz, assessment ...)	Content ? Course (text, presentation, videos, quizzes, excercises)	Activity? This course is divided in four parts (themes) consisting of a mixture of lectures, practical exercises, reading, watching and listening to provided course materials.
General description/any further comments: This course explains the main components of information services and the importance of evaluating their quality, and provides a brief overview of evaluation approaches and methods with an emphasis on user evaluation of library services and digital libraries.		
Language of OER:		

<p>Course materials are currently available in the following languages: English (all resources including videos), German, , Croatian, Turkish (partially translated), Slovenian, Spanish (only quiz), Catalan (only literature).</p>		
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)
<p>Learning Content and Learning Experience Design</p>		
<p>Standardized metadata (detailed description and data about OER available?)</p>	<input type="checkbox"/> yes <input type="checkbox"/> no	<ul style="list-style-type: none"> • Metadata description is not available for the entire course due to characteristics of LMS, nor for all individual resources within the course. • Metadata for videos that are embedded within the course and available on TIB AV-Portal are aligned with the standards (further details: https://av.tib.eu/opendata) • Formal Metadata (including: Title, Title of Series, Number of Parts, Author, License, Identifiers, Publisher, Release Date, Language, Producer, Production Place) and Content Metadata (Subject Area, Genre, Abstract, Keywords) • Discoverable and visibility of the course could be improved by adding/linking the courses to the external platforms that aggregate OERs.
<p>Alignment (relevant, aligned to the catalog's course description and student learning outcomes?)</p>	<input type="checkbox"/> yes <input type="checkbox"/> no	<ul style="list-style-type: none"> • Course content and activities are aligned with learning outcomes. • Some learning outcomes are not measurable and do not contain active verbs in accordance with Bloom taxonomy.
<p>Authority (author(s), affiliation)</p>	<input type="checkbox"/> yes <input type="checkbox"/> no	<ul style="list-style-type: none"> • The course contains various resources by different authors from multiple institutions that are attributed on individual resources within the course. • Affiliations and/or identifiers are not clearly specified for all authors
<p>Breadth of perspectives (reflects multiple perspectives and points of view on course topics?)</p>	<input type="checkbox"/> yes <input type="checkbox"/> no	<ul style="list-style-type: none"> • This course reflects multiple perspectives as it presents different evaluation approaches with the aim of providing the best and most useful services and experiences to those who use them.

<p>Accuracy and content presentation (accurate and current information with appropriate coverage of material? Appropriate content structure and presentation?)</p>	<p><input type="checkbox"/> yes <input type="checkbox"/> no</p>	<ul style="list-style-type: none"> • The information provided is accurate and reliable. • The structure of the content of the presentations enables understanding and assimilation of the information conveyed. • Publishing date is not specified
<p>Convenient and easy for use</p>	<p><input type="checkbox"/> yes <input type="checkbox"/> no</p>	<ul style="list-style-type: none"> • The course is easy to use, free of charge and accessible to everyone. • Discoverability and visibility of the course could be improved by adding/linking the courses to the external platforms that aggregate OERs.
<p>Interactivity (optional)</p>	<p><input type="checkbox"/> yes <input type="checkbox"/> no</p>	<ul style="list-style-type: none"> • This course contains multiple exercises and quizzes aimed at achieving learning outcomes, but currently only in a form of documents. Some of them should be translated to LMS activities for more effective and engaging learning experience. • Interactivity does not exist at the moment, but it will be enabled after the creation of quizzes.
<p>Technological Issues</p>		
<p>Format of the OER (e.g. picture, video)</p>	<p><input type="checkbox"/> yes <input type="checkbox"/> no</p>	<ul style="list-style-type: none"> • Course within LMS (Moodle) containing PDF documents, presentations and embedded videos
<p>Quality of the final product (content in the OER is clear and understandable, if applicable: interface and design are easy to navigate)</p>	<p><input type="checkbox"/> yes <input type="checkbox"/> no</p>	<ul style="list-style-type: none"> • The overall quality considering all aspects of availability, effectiveness, production quality, design and technological aspect is satisfactory. • Learning experience could be improved by using LMS activities for more user-centered approach.
<p>Production value (high quality of video and audio (if included), contains no spelling errors or typos?)</p>	<p><input type="checkbox"/> yes <input type="checkbox"/> no</p>	<ul style="list-style-type: none"> • Videos are of a high quality. • Videos should be presented as a link to an external platform rather than an embedded video with short and informative description. • Standardization of the textual and graphic elements in OER is recommended.

		<ul style="list-style-type: none"> In the first presentation, it is necessary to add visibility elements to the footer of the presentation.
<p>Learning Process and Pedagogy</p>		
<p>Accessibility, inclusiveness, equality and cultural relevance (accessible to all, including learners with disabilities and of different cultural backgrounds?)</p>	<input type="checkbox"/> yes <input type="checkbox"/> no	<ul style="list-style-type: none"> The content of the course is user-centered and aimed at every individual, using inclusive language and context. The content of the course is relevant for all. Standard file formats are used within the course, readable content, usage of appropriate fonts in accordance with accessibility guidelines. No statement on the digital accessibility within the LMS.
<p>Level of Open License (terms of use are clearly specified?)</p>	<input type="checkbox"/> yes <input type="checkbox"/> no	<ul style="list-style-type: none"> Course is available under open license: Creative Commons Attribution-NonCommercial-ShareAlike (CC BY-NC-SA). License information is available on the course page on the LMS under designated category titled License. Terms of use are not specified and added on every individual resource that is presented within the course (open license), which should be the case as materials can be downloaded and shared separately.
<p>Information on citation style</p>	<input type="checkbox"/> yes <input type="checkbox"/> no	<ul style="list-style-type: none"> Information on citation guidelines are not provided for all resources.
<p>Pedagogical Goals and Pedagogical Approaches (learner-centred, promotes active learning, class participation, and/or collaboration?)</p>	<input type="checkbox"/> yes <input type="checkbox"/> no	<ul style="list-style-type: none"> This 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. In order to make the course interactive, it is necessary to add a quiz activity.
<p>Student engagement, assessment methods and self-assessment (optional) (effective and engaging assessments of learning outcomes and course objectives?)</p>	<input type="checkbox"/> yes <input type="checkbox"/> no	<ul style="list-style-type: none"> Questions for the assessment are available in a form of a document. Student engagement and assessment of learning outcomes could be improved by

		using LMS activities for more user-centered approach.
Value-Added Services		
Linguistic accessibility, understandability (multilingual support, reduced linguistic complexity, consistency of language and key terms?)	<input type="checkbox"/> yes <input type="checkbox"/> no	<ul style="list-style-type: none"> Course materials are currently available in the following languages: English (all resources including videos), German, , Croatian, Turkish (partially translated), Slovenian, Spanish (only quiz), Catalan (only literature). The language of the content is direct, clear and reduced of linguistic complexity. Key terms are consistent within the course content.
Monitoring and evaluation (tools/mechanisms) (quality control mechanism/tools included?)	<input type="checkbox"/> yes <input type="checkbox"/> no	<ul style="list-style-type: none"> No internal quality control mechanisms or tools included. External evaluation and quality control planned within the DECriS project
Peer-review process	<input type="checkbox"/> yes <input type="checkbox"/> no	<ul style="list-style-type: none"> Information not available.
Conformity with EU-GDPR	<input type="checkbox"/> yes <input type="checkbox"/> no	<ul style="list-style-type: none"> No data about the user is collected within the LMS.
Any further comments:		
<ul style="list-style-type: none"> activities provided within the LMS could be used to improve interactivity (Moodle quizzes, H5P etc.) standardization of the textual and graphic elements within the OER terms of use should be specified and added on every individual resource that is presented within the course (open license) learning outcomes should be measurable and contain action verbs, in accordance with Bloom's taxonomy adding affiliations and/or other identifiers for the authors adding/linking the courses to the external platforms that aggregate OERs to increase visibility 		

3) Evaluation of the OERs developed within the DECriS project

IO 4 Course Evaluation Form

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

Evaluating partner Institution: SRCE		
Is this OER used as part of a course at your institution (please mark)? Yes / No If Yes: n/a Name of Teacher: n/a Title of Course: n/a Language of Course: n/a Level (BA/MA): n/a URL to course description: n/a		
OER's Title: Advances in information science		
Address/ URL: https://decris.ffos.hr/platform/course/view.php?id=20		
Domain: https://decris.ffos.hr		
Author: Tatjana Aparac Jelušić , Boris Bosančić , Mario Hibert , Tomislav Jakopec , Milijana Mičunović , Emir Vajzović		
Organisation: International collaboration		
Definition of OER: <i>“Open 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”</i> (UNESCO, 2022)		
Type of OER: Describe (presentation, video, text, quiz, assessment ...)	Content ? Course (presentation, videos, H5P quizzes, exercises)	Activity? This OER consists of four themes. Every theme has learning material in form of lecture (ppt presentation and/or video recording), learning material for reading, learning material for additional reading, quizzes, examples of exercises, files for demonstration, video and audio materials and links to other useful resources.

<p>General description/any further comments:</p> <p>This course is intended for anyone who wants to learn about the origin, development and achievements of information science.</p> <p>In this course, participants are introduced to an overview of the most important moments that led to the development of information technology, and the goals that need to be achieved in order to facilitate access to information are highlighted. Participants are given an insight into the main types of information institutions, their social roles and the tasks, competencies and responsibilities of IT professionals. A separate section covers issues of the Semantic Web and Linked Data and an introduction to Python.</p>		
<p>Language of OER: The course is currently available in English.</p>		
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)
<p>Learning Content and Learning Experience Design</p>		
<p>Standardized metadata (detailed description and data about OER available?)</p>	<p><input type="checkbox"/> yes <input type="checkbox"/> no</p>	<ul style="list-style-type: none"> • Metadata description is not available for the entire course due to characteristics of LMS, nor for all individual resources within the course. • Metadata for videos that are embedded within the course and available on TIB AV-Portal are aligned with the standards (further details: https://av.tib.eu/opendata). Formal Metadata (including: Title, Title of Series, Number of Parts, Author, License, Identifiers, Publisher, Release Date, Language, Producer, Production Place) and Content Metadata (Subject Area, Genre, Abstract, Keywords) • Discoverability and visibility of the course could be improved by adding/linking the courses to the external platforms that aggregate OERs.
<p>Alignment (relevant, aligned to the catalog's course description and student learning outcomes?)</p>	<p><input type="checkbox"/> yes <input type="checkbox"/> no</p>	<ul style="list-style-type: none"> • Course content and activities are aligned with course description and learning outcomes. • Some learning outcomes are not measurable and do not contain active verbs in accordance with Bloom's taxonomy.
<p>Authority (author(s), affiliation)</p>	<p><input type="checkbox"/> yes <input type="checkbox"/> no</p>	<ul style="list-style-type: none"> • The course contains various resources by different authors from multiple institutions that are attributed on individual resources within the course.

		<ul style="list-style-type: none"> Affiliations are clearly specified for all authors.
Breadth of perspectives (reflects multiple perspectives and points of view on course topics?)	<input type="checkbox"/> yes <input type="checkbox"/> no	<ul style="list-style-type: none"> This course reflects different perspectives because it introduces the user to the issue of the connection of information science with other scientific and academic disciplines and professions. Special attention is directed towards changes, innovative approaches, challenges and efforts to solve perceived problems with the application of appropriate professional competences and available technological innovations and tools.
Accuracy and content presentation (accurate and current information with appropriate coverage of material? Appropriate content structure and presentation?)	<input type="checkbox"/> yes <input type="checkbox"/> no	<ul style="list-style-type: none"> The information provided is accurate and reliable. The structure of the content of the presentations enables understanding and assimilation of the information conveyed.
Convenient and easy for use	<input type="checkbox"/> yes <input type="checkbox"/> no	<ul style="list-style-type: none"> The course is easy to use, free of charge and accessible to everyone. Discoverability and visibility of the course could be improved by adding/linking the courses to the external platforms that aggregate OERs.
Interactivity (optional)	<input type="checkbox"/> yes <input type="checkbox"/> no	<ul style="list-style-type: none"> This course contains multiple exercises and quizzes aimed at achieving learning outcomes. Interactivity is provided by H5P quizzes and quizzes developed as an activity in Moodle.
Technological Issues		
Format of the OER (e.g. picture, video)	<input type="checkbox"/> yes <input type="checkbox"/> no	<ul style="list-style-type: none"> Course is developed on LMS (Moodle) containing PDF documents, H5P quizzes, presentations and videos and some activities developed in Moodle.
Quality of the final product (content in the OER is clear and understandable, if applicable: interface and design are easy to navigate)	<input type="checkbox"/> yes <input type="checkbox"/> no	<ul style="list-style-type: none"> The overall quality considering all aspects of availability, effectiveness, production quality, design, technological aspect and learning experience is satisfactory.

<p>Production value (high quality of video and audio (if included), contains no spelling errors or typos?)</p>	<p><input type="checkbox"/> yes <input type="checkbox"/> no</p>	<ul style="list-style-type: none"> Videos are of a high quality and are published at the external platform with standardized metadata description.
<p>Learning Process and Pedagogy</p>		
<p>Accessibility, inclusiveness, equality and cultural relevance (accessible to all, including learners with disabilities and of different cultural backgrounds?)</p>	<p><input type="checkbox"/> yes <input type="checkbox"/> no</p>	<ul style="list-style-type: none"> The content of the course is user-centered and aimed at every individual, using inclusive language and context. The content of the course is relevant for all. Standard file formats are used within the course, readable content, usage of appropriate fonts in accordance with accessibility guidelines. No statement on the digital accessibility within the LMS (Croatian Law on digital accessibility of applications and web pages, 2019).
<p>Level of Open License (terms of use are clearly specified?)</p>	<p><input type="checkbox"/> yes <input type="checkbox"/> no</p>	<ul style="list-style-type: none"> Terms of use are added on every individual resource that is presented within the course (open license), as materials can be downloaded and shared separately.
<p>Information on citation style</p>	<p><input type="checkbox"/> yes <input type="checkbox"/> no</p>	<ul style="list-style-type: none"> Information on citation guidelines are not provided.
<p>Pedagogical Goals and Pedagogical Approaches (learner-centered, promotes active learning, class participation, and/or collaboration?)</p>	<p><input type="checkbox"/> yes <input type="checkbox"/> no</p>	<ul style="list-style-type: none"> This course provides a comprehensive learning experience and content for completing stated educational goals in a structured way and in accordance with learning outcomes. Interactivity is provided by H5P quizzes and quizzes developed in Moodle.
<p>Student engagement, assessment methods and self-assessment (optional) (effective and engaging assessments of learning outcomes and course objectives?)</p>	<p><input type="checkbox"/> yes <input type="checkbox"/> no</p>	<ul style="list-style-type: none"> Questions for the assessment are available in a form of a document and as H5P quiz activities/Quizzes developed as activity in Moodle.
<p>Value-Added Services</p>		
<p>Linguistic accessibility, understandability (multilingual support, reduced linguistic complexity, consistency of language and key terms?)</p>	<p><input type="checkbox"/> yes <input type="checkbox"/> no</p>	<ul style="list-style-type: none"> The course is currently available in English. The language of the content is direct, clear and reduced of linguistic complexity. Key terms are consistent within the course content.

Monitoring and evaluation (tools/mechanisms) (quality control mechanism/tools included?)	<input type="checkbox"/> yes <input type="checkbox"/> no	<ul style="list-style-type: none"> No internal quality control mechanisms or tools included. External evaluation and quality control are carried out within the DECriS project.
Peer-review process	<input type="checkbox"/> yes <input type="checkbox"/> no	<ul style="list-style-type: none"> Information not available.
Conformity with EU-GDPR	<input type="checkbox"/> yes <input type="checkbox"/> no	<ul style="list-style-type: none"> No data about the user is being collected within the LMS.
Any further comments:		
Main recommendations for further improvement <ul style="list-style-type: none"> - learning outcomes should be measurable and contain action verbs, in accordance with Bloom's taxonomy - quizzes could also be available in the form of the document (e.g. PDF) so that they can be used outside the LMS - adding/linking the courses to the external platforms that aggregate OERs to increase visibility (optional) - sections within the LMS should be used to separate different languages (instead of the different content sections), to assure that they are separated in different blocks to improve navigation and easiness of following the OER 		

IO 4 Course Evaluation Form

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

Evaluating partner Institution: SRCE
Is this OER used as part of a course at your institution (please mark)? Yes / No If Yes: n/a Name of Teacher: n/a Title of Course: n/a Language of Course: n/a Level (BA/MA): n/a URL to course description: n/a
OER's Title: Curation of analog and digital materials
Address/ URL: https://decris.ffos.hr/platform/course/view.php?id=24
Domain: https://decris.ffos.hr
Author: Damir Hasenay , Ines Horvat
Organisation: International collaboration

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 re-distribution by others”* (UNESCO, 2022)

Type of OER: Describe (presentation, video, text, quiz, assessment ...)	Content ?	Activity?
	Course (text, presentation, videos, quizzes, exercises)	This course is divided in four consisting of a mixture of lectures, quizzes, practical exercises, assignments, reading, watching and listening to provided course materials.

General description/any further comments:

This course aims to provide the understanding of the basic approaches of preservation in general as well as main concepts of written heritage preservation and management. It also aims to familiarize students with the concept of risk management which is an important component of written heritage preservation management. Main themes of this OER are divided into three main part that deal with basic definitions and their relations as well as providing the general context of written heritage preservation.

Language of OER:

Course materials are currently available in the following languages: English, Croatian

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)
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Learning Content and Learning Experience Design

Standardized metadata (detailed description and data about OER available?)	<input type="checkbox"/> yes <input type="checkbox"/> no	<ul style="list-style-type: none"> Metadata description is not available for the entire course due to characteristics of LMS, nor for all individual resources within the course. Discoverability and visibility of the course could be improved by adding/linking the courses to the external platforms that aggregate OERs.
Alignment (relevant, aligned to the catalog's course description and student learning outcomes?)	<input type="checkbox"/> yes <input type="checkbox"/> no	<ul style="list-style-type: none"> Course content and activities are aligned with learning outcomes. Learning outcomes are measurable.
Authority (author(s), affiliation)	<input type="checkbox"/> yes <input type="checkbox"/> no	<ul style="list-style-type: none"> The course contains various resources by different authors from multiple institutions that are attributed on individual resources within the course.

		<ul style="list-style-type: none"> Affiliations and/or identifiers are not clearly specified for all authors.
Breadth of perspectives (reflects multiple perspectives and points of view on course topics?)	<input type="checkbox"/> yes <input type="checkbox"/> no	<ul style="list-style-type: none"> This course reflects multiple perspectives as it provides the holistic approach to written heritage preservation in various types of heritage institutions: libraries, archives and museums.
Accuracy and content presentation (accurate and current information with appropriate coverage of material? Appropriate content structure and presentation?)	<input type="checkbox"/> yes <input type="checkbox"/> no	<ul style="list-style-type: none"> The information provided is accurate and reliable. The structure of the content of the presentations enables understanding and assimilation of the information conveyed. Publishing/production date is not specified for all resources.
Convenient and easy for use	<input type="checkbox"/> yes <input type="checkbox"/> no	<ul style="list-style-type: none"> The course is intended to be available for everyone free of charge. The course is currently hidden from students and should be made available. Discoverability and visibility of the course could be improved by adding/linking the courses to the external platforms that aggregate OERs.
Interactivity (optional)	<input type="checkbox"/> yes <input type="checkbox"/> no	<ul style="list-style-type: none"> This course contains multiple exercises, assignments, H5P quizzes and H5P presentations aimed at achieving learning outcomes and providing interactivity.
Technological Issues		
Format of the OER (e.g. picture, video)	<input type="checkbox"/> yes <input type="checkbox"/> no	<ul style="list-style-type: none"> Course within LMS (Moodle) containing presentations, PDF documents, H5P quizzes and H5P presentations, and videos.
Quality of the final product (content in the OER is clear and understandable, if applicable: interface and design are easy to navigate)	<input type="checkbox"/> yes <input type="checkbox"/> no	<ul style="list-style-type: none"> The overall quality considering all aspects of availability, effectiveness, production quality, design, learning experience and technological aspect is satisfactory.
Production value (high quality of video and audio (if included), contains no spelling errors or typos?)	<input type="checkbox"/> yes <input type="checkbox"/> no	<ul style="list-style-type: none"> Production quality is satisfactory in all aspects.

Learning Process and Pedagogy		
<p>Accessibility, inclusiveness, equality and cultural relevance (accessible to all, including learners with disabilities and of different cultural backgrounds?)</p>	<p><input type="checkbox"/> yes <input type="checkbox"/> no</p>	<ul style="list-style-type: none"> • The content of the course is user-centred and aimed at every individual, using inclusive language and context. • The content of the course is relevant for all. • Standard file formats are used within the course, readable content, usage of appropriate fonts in accordance with accessibility guidelines. • No statement on the digital accessibility within the LMS (Croatian Law on digital accessibility of applications and web pages, 2019).
<p>Level of Open License (terms of use are clearly specified?)</p>	<p><input type="checkbox"/> yes <input type="checkbox"/> no</p>	<ul style="list-style-type: none"> • Terms of use should be added on every individual resource that is presented within the course (open license), as materials can be downloaded and shared separately.
<p>Information on citation style</p>	<p><input type="checkbox"/> yes <input type="checkbox"/> no</p>	<ul style="list-style-type: none"> • Information on citation guidelines are not provided.
<p>Pedagogical Goals and Pedagogical Approaches (learner-centred, promotes active learning, class participation, and/or collaboration?)</p>	<p><input type="checkbox"/> yes <input type="checkbox"/> no</p>	<ul style="list-style-type: none"> • This 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.
<p>Student engagement, assessment methods and self-assessment (optional) (effective and engaging assessments of learning outcomes and course objectives?)</p>	<p><input type="checkbox"/> yes <input type="checkbox"/> no</p>	<ul style="list-style-type: none"> • Questions for the assessment are available in a form of a document and/or as quiz activities.
Value-Added Services		
<p>Linguistic accessibility, understandability (multilingual support, reduced linguistic complexity, consistency of language and key terms?)</p>	<p><input type="checkbox"/> yes <input type="checkbox"/> no</p>	<ul style="list-style-type: none"> • Course materials are currently available in English and Croatian. • The language of the content is direct, clear and reduced of linguistic complexity. • Key terms are consistent within the course content.

Monitoring and evaluation (tools/mechanisms) (quality control mechanism/tools included?)	<input type="checkbox"/> yes <input type="checkbox"/> no	<ul style="list-style-type: none"> No internal quality control mechanisms or tools included. External evaluation and quality control are carried out within the DECriS project.
Peer-review process	<input type="checkbox"/> yes <input type="checkbox"/> no	<ul style="list-style-type: none"> Information not available.
Conformity with EU-GDPR	<input type="checkbox"/> yes <input type="checkbox"/> no	<ul style="list-style-type: none"> No data about the user is being collected within the LMS.
Any further comments:		
<p>Main recommendations for further improvement:</p> <ul style="list-style-type: none"> - adding affiliations and/or other identifiers for the authors - terms of use should be added on every individual resource that is presented within the course (open license) 		

IO 4 Course Evaluation Form

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

Evaluating partner Institution: SRCE
<p>Is this OER used as part of a course at your institution (please mark)? Yes / No</p> <p>If Yes: n/a</p> <p>Name of Teacher: n/a</p> <p>Title of Course: n/a</p> <p>Language of Course: n/a</p> <p>Level (BA/MA): n/a</p> <p>URL to course description: n/a</p>
OER's Title: Curation of analog and digital materials
Address/ URL: https://decris.ffos.hr/platform/course/view.php?id=24
Domain: https://decris.ffos.hr
Author: Damir Hasenay , Ines Horvat
Organisation: International collaboration

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 re-distribution by others”* (UNESCO, 2022)

Type of OER: Describe (presentation, video, text, quiz, assessment ...)	Content ?	Activity?
	Course (text, presentation, videos, quizzes, exercises)	This course is divided in four consisting of a mixture of lectures, quizzes, practical exercises, assignments, reading, watching and listening to provided course materials.

General description/any further comments:

This course aims to provide the understanding of the basic approaches of preservation in general as well as main concepts of written heritage preservation and management. It also aims to familiarize students with the concept of risk management which is an important component of written heritage preservation management. Main themes of this OER are divided into three main part that deal with basic definitions and their relations as well as providing the general context of written heritage preservation.

Language of OER:

Course materials are currently available in the following languages: English, Croatian

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)
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Learning Content and Learning Experience Design

Standardized metadata (detailed description and data about OER available?)	<input type="checkbox"/> yes <input type="checkbox"/> no	<ul style="list-style-type: none"> • Metadata description is not available for the entire course due to characteristics of LMS, nor for all individual resources within the course. • Discoverability and visibility of the course could be improved by adding/linking the courses to the external platforms that aggregate OERs.
Alignment (relevant, aligned to the catalog's course description and student learning outcomes?)	<input type="checkbox"/> yes <input type="checkbox"/> no	<ul style="list-style-type: none"> • Course content and activities are aligned with learning outcomes. • Learning outcomes are measurable.
Authority (author(s), affiliation)	<input type="checkbox"/> yes <input type="checkbox"/> no	<ul style="list-style-type: none"> • The course contains various resources by different authors from multiple institutions that are attributed on individual resources within the course.

		<ul style="list-style-type: none"> Affiliations and/or identifiers are not clearly specified for all authors.
Breadth of perspectives (reflects multiple perspectives and points of view on course topics?)	<input type="checkbox"/> yes <input type="checkbox"/> no	<ul style="list-style-type: none"> This course reflects multiple perspectives as it provides the holistic approach to written heritage preservation in various types of heritage institutions: libraries, archives and museums.
Accuracy and content presentation (accurate and current information with appropriate coverage of material? Appropriate content structure and presentation?)	<input type="checkbox"/> yes <input type="checkbox"/> no	<ul style="list-style-type: none"> The information provided is accurate and reliable. The structure of the content of the presentations enables understanding and assimilation of the information conveyed. Publishing/production date is not specified for all resources.
Convenient and easy for use	<input type="checkbox"/> yes <input type="checkbox"/> no	<ul style="list-style-type: none"> The course is intended to be available for everyone free of charge. The course is currently hidden from students and should be made available. Discoverability and visibility of the course could be improved by adding/linking the courses to the external platforms that aggregate OERs.
Interactivity (optional)	<input type="checkbox"/> yes <input type="checkbox"/> no	<ul style="list-style-type: none"> This course contains multiple exercises, assignments, H5P quizzes and H5P presentations aimed at achieving learning outcomes and providing interactivity.
Technological Issues		
Format of the OER (e.g. picture, video)	<input type="checkbox"/> yes <input type="checkbox"/> no	<ul style="list-style-type: none"> Course within LMS (Moodle) containing presentations, PDF documents, H5P quizzes and H5P presentations, and videos.
Quality of the final product (content in the OER is clear and understandable, if applicable: interface and design are easy to navigate)	<input type="checkbox"/> yes <input type="checkbox"/> no	<ul style="list-style-type: none"> The overall quality considering all aspects of availability, effectiveness, production quality, design, learning experience and technological aspect is satisfactory.
Production value (high quality of video and audio (if included), contains no spelling errors or typos?)	<input type="checkbox"/> yes <input type="checkbox"/> no	<ul style="list-style-type: none"> Production quality is satisfactory in all aspects.

Learning Process and Pedagogy		
<p>Accessibility, inclusiveness, equality and cultural relevance (accessible to all, including learners with disabilities and of different cultural backgrounds?)</p>	<p><input type="checkbox"/> yes <input type="checkbox"/> no</p>	<ul style="list-style-type: none"> • The content of the course is user-centred and aimed at every individual, using inclusive language and context. • The content of the course is relevant for all. • Standard file formats are used within the course, readable content, usage of appropriate fonts in accordance with accessibility guidelines. • No statement on the digital accessibility within the LMS (Croatian Law on digital accessibility of applications and web pages, 2019).
<p>Level of Open License (terms of use are clearly specified?)</p>	<p><input type="checkbox"/> yes <input type="checkbox"/> no</p>	<ul style="list-style-type: none"> • Terms of use should be added on every individual resource that is presented within the course (open license), as materials can be downloaded and shared separately.
<p>Information on citation style</p>	<p><input type="checkbox"/> yes <input type="checkbox"/> no</p>	<ul style="list-style-type: none"> • Information on citation guidelines are not provided.
<p>Pedagogical Goals and Pedagogical Approaches (learner-centred, promotes active learning, class participation, and/or collaboration?)</p>	<p><input type="checkbox"/> yes <input type="checkbox"/> no</p>	<ul style="list-style-type: none"> • This 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.
<p>Student engagement, assessment methods and self-assessment (optional) (effective and engaging assessments of learning outcomes and course objectives?)</p>	<p><input type="checkbox"/> yes <input type="checkbox"/> no</p>	<ul style="list-style-type: none"> • Questions for the assessment are available in a form of a document and/or as quiz activities.
Value-Added Services		
<p>Linguistic accessibility, understandability (multilingual support, reduced linguistic complexity, consistency of language and key terms?)</p>	<p><input type="checkbox"/> yes <input type="checkbox"/> no</p>	<ul style="list-style-type: none"> • Course materials are currently available in English and Croatian. • The language of the content is direct, clear and reduced of linguistic complexity. • Key terms are consistent within the course content.

Monitoring and evaluation (tools/mechanisms) (quality control mechanism/tools included?)	<input type="checkbox"/> yes <input type="checkbox"/> no	<ul style="list-style-type: none"> No internal quality control mechanisms or tools included. External evaluation and quality control are carried out within the DECriS project.
Peer-review process	<input type="checkbox"/> yes <input type="checkbox"/> no	<ul style="list-style-type: none"> Information not available.
Conformity with EU-GDPR	<input type="checkbox"/> yes <input type="checkbox"/> no	<ul style="list-style-type: none"> No data about the user is being collected within the LMS.
Any further comments:		
<p>Main recommendations for further improvement:</p> <ul style="list-style-type: none"> - adding affiliations and/or other identifiers for the authors - terms of use should be added on every individual resource that is presented within the course (open license) 		

IO 4 Course Evaluation Form

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

Evaluating Partner Institution: SRCE
<p>Is this OER used as part of a course at your institution (please mark)? Yes / No</p> <p>If Yes: n/a</p> <p>Name of Teacher: n/a</p> <p>Title of Course: n/a</p> <p>Language of Course: n/a</p> <p>Level (BA/MA): n/a</p> <p>URL to course description: n/a</p>
OER's Title: Principles of information seeking and retrieval
Address/ URL: https://decris.ffos.hr/platform/course/view.php?id=21
Domain: https://decris.ffos.hr
Author: Thomas Mandl, Lea Wöbbekind
Organisation: International collaboration
Definition of OER: <i>“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</i>

released under an open license, that permit no-cost access, re-use, re-purpose, adaptation and re-distribution by others” (UNESCO, 2022)

Type of OER: Describe (presentation, video, text, quiz, assessment ...)	Content ?	Activity?
	Course (presentations, videos, quizzes).	Course is divided in 4 parts (mixture of presentations, video lectures and quizzes), estimated duration: 4 x 90 minutes.

General description/any further comments:
 This course is aimed to provide an overview of the Information Retrieval (IS). It explains different systems and shows students the advantages and disadvantages of human and automatic indexing. Exact match and partial match systems are explained. The use of systems and the typical processes of users are shown. The collaborative use and some specific systems for searching together are shown. Organization of information is discussed in more detail than in the introductory part, followed by a discussion of users, their needs and behaviour, as well as user types.

Language of OER: The course is currently available in English. Quizzes are available in English and German.

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?)	<input type="checkbox"/> yes <input type="checkbox"/> no	<ul style="list-style-type: none"> • Metadata description is not available for the entire course due to characteristics of LMS, nor for all individual resources within the course. • Videos are embedded within the LMS, and should rather be linked to an external platform that provides standardized metadata description. • Discoverability and visibility of the course could be improved by adding/linking the courses to the external platforms that aggregate OERs.
Alignment (relevant, aligned to the catalog’s course description and student learning outcomes?)	<input type="checkbox"/> yes <input type="checkbox"/> no	<ul style="list-style-type: none"> • Course content and activities are aligned with learning outcomes. • Some learning outcomes are not measurable and do not contain active verbs in accordance with Bloom's taxonomy.
Authority (author(s), affiliation)	<input type="checkbox"/> yes <input type="checkbox"/> no	<ul style="list-style-type: none"> • The course contains various resources by different authors from multiple institutions that are attributed on individual resources within the course.

		<ul style="list-style-type: none"> Affiliations should be specified for all authors.
<p>Breadth of perspectives (reflects multiple perspectives and points of view on course topics?)</p>	<input type="checkbox"/> yes <input type="checkbox"/> no	<ul style="list-style-type: none"> This course reflects multiple perspectives as it presents the subject in different roles. The content presented within the course is specifically designed to cover specific information needs of various groups and individuals of a different age groups and backgrounds.
<p>Accuracy and content presentation (accurate and current information with appropriate coverage of material? Appropriate content structure and presentation?)</p>	<input type="checkbox"/> yes <input type="checkbox"/> no	<ul style="list-style-type: none"> Information within the course are accurate, and current, with appropriate coverage of material, content structure and presentation. Publishing/production date is not specified for all resources.
<p>Convenient and easy for use</p>	<input type="checkbox"/> yes <input type="checkbox"/> no	<ul style="list-style-type: none"> The course is intended to be available for everyone free of charge. Parts of the course are hidden from students and should be made available. Discoverability and visibility of the course could be improved by adding/linking the courses to the external platforms that aggregate OERs.
<p>Interactivity (optional)</p>	<input type="checkbox"/> yes <input type="checkbox"/> no	<ul style="list-style-type: none"> This course contains quizzes aimed at achieving learning outcomes. Interactivity is provided by quizzes (activities within the LMS, developed in Moodle).
<p>Technological Issues</p>		
<p>Format of the OER (e.g. picture, video)</p>	<input type="checkbox"/> yes <input type="checkbox"/> no	<ul style="list-style-type: none"> E-course within the LMS (Moodle), containing PowerPoint presentations and embedded videos.
<p>Quality of the final product (content in the OER is clear and understandable, if applicable: interface and design are easy to navigate)</p>	<input type="checkbox"/> yes <input type="checkbox"/> no	<ul style="list-style-type: none"> The overall quality considering all aspects of availability, effectiveness, production quality, design, technological aspect and learning experience is satisfactory.
<p>Production value (high quality of video and audio (if included), contains no spelling errors or typos?)</p>	<input type="checkbox"/> yes <input type="checkbox"/> no	<ul style="list-style-type: none"> Videos are of a high quality. Videos should be presented as a link to an external platform rather than an embedded video, with standardized metadata description.
<p>Learning Process and Pedagogy</p>		

<p>Accessibility, inclusiveness, equality and cultural relevance (accessible to all, including learners with disabilities and of different cultural backgrounds?)</p>	<p><input type="checkbox"/> yes <input type="checkbox"/> no</p>	<ul style="list-style-type: none"> • The course content is aimed at every individual, using inclusive language and context. • Standard file formats are used within the course, readable content, usage of appropriate fonts in accordance with accessibility guidelines. • No statement on the digital accessibility within the LMS (Croatian Law on digital accessibility of applications and web pages, 2019).
<p>Level of Open License (terms of use are clearly specified?)</p>	<p><input type="checkbox"/> yes <input type="checkbox"/> no</p>	<ul style="list-style-type: none"> • Terms of use are added on every individual resource that is presented within the course (open license), as materials can be downloaded and shared separately.
<p>Information on citation style</p>	<p><input type="checkbox"/> yes <input type="checkbox"/> no</p>	<ul style="list-style-type: none"> • Information on citation guidelines are not provided.
<p>Pedagogical Goals and Pedagogical Approaches (learner-centred, promotes active learning, class participation, and/or collaboration?)</p>	<p><input type="checkbox"/> yes <input type="checkbox"/> no</p>	<ul style="list-style-type: none"> • Course provides a comprehensive learning experience and content for completing stated educational goals in a structured way and in accordance with learning outcomes.
<p>Student engagement, assessment methods and self-assessment (optional) (effective and engaging assessments of learning outcomes and course objectives?)</p>	<p><input type="checkbox"/> yes <input type="checkbox"/> no</p>	<ul style="list-style-type: none"> • Questions for the assessment are available in a form of a document and as quiz activities.
<p>Value-Added Services</p>		
<p>Linguistic accessibility, understandability (multilingual support, reduced linguistic complexity, consistency of language and key terms?)</p>	<p><input type="checkbox"/> yes <input type="checkbox"/> no</p>	<ul style="list-style-type: none"> • The course is currently available in English. Quizzes are available in English and German. • The language of the content is direct, clear and reduced of linguistic complexity. • Key terms are consistent within the course content.
<p>Monitoring and evaluation (tools/mechanisms) (quality control mechanism/tools included?)</p>	<p><input type="checkbox"/> yes <input type="checkbox"/> no</p>	<ul style="list-style-type: none"> • No internal quality control mechanisms or tools included. • External evaluation and quality control are carried out within the DECriS project.
<p>Peer-review process</p>	<p><input type="checkbox"/> yes <input type="checkbox"/> no</p>	<ul style="list-style-type: none"> • Information not available.

Conformity with EU-GDPR	<input type="checkbox"/> yes <input type="checkbox"/> no	<ul style="list-style-type: none"> No data about the user is being collected within the LMS.
Any further comments:		
<p>Main recommendations for further improvement:</p> <ul style="list-style-type: none"> - interactivity could be improved by using H5P - learning outcomes should be measurable and contain action verbs, in accordance with Bloom's taxonomy - videos are embedded within the LMS, and should rather be linked to an external platform that provides standardized metadata description - adding affiliations and/or other identifiers for the authors - adding/linking the courses to the external platforms that aggregate OERs to increase visibility (optional) - sections within the LMS should be used to separate different languages (instead of the different content sections), to assure that they are separated in different blocks to improve navigation and easiness of following the OER 		

IO 4 Course Evaluation Form

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

Evaluating Partner Institution: SRCE
<p>Is this OER used as part of a course at your institution (please mark)? Yes / No</p> <p>If Yes: n/a</p> <p>Name of Teacher: n/a</p> <p>Title of Course: n/a</p> <p>Language of Course: n/a</p> <p>Level (BA/MA): n/a</p> <p>URL to course description: n/a</p>
OER's Title: Research methodology in information science
Address/ URL: https://decris.ffos.hr/platform/course/view.php?id=23
Domain: https://decris.ffos.hr
Author: Boris Badurina, Juan José Boté Vericad, Cristóbal Urbano
Organisation: International collaboration
Definition of OER: <i>"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</i>

released under an open license, that permit no-cost access, re-use, re-purpose, adaptation and re-distribution by others” (UNESCO, 2022)

Type of OER: Describe (presentation, video, text, quiz, assessment ...)	Content ?	Activity?
	Course (presentations, videos quizzes, exercises).	Course is a mixture of lectures and quizzes.
General description/any further comments: The course is aimed to introduce research methods in Library & Information Science (LIS) from basic concepts and methods to scholarly publication and research evaluation and information visualisation. It combines theoretical and applied research designs, methodologies and approaches to evaluation of research.		
Language of OER: English, Catalan, Spanish		
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?)	<input type="checkbox"/> yes <input type="checkbox"/> no	<ul style="list-style-type: none"> Metadata description is not available for the entire course due to characteristics of LMS, nor for all individual resources within the course.
Alignment (relevant, aligned to the catalog’s course description and student learning outcomes?)	<input type="checkbox"/> yes <input type="checkbox"/> no	<ul style="list-style-type: none"> Course outline is currently not available.
Authority (author(s), affiliation)	<input type="checkbox"/> yes <input type="checkbox"/> no	<ul style="list-style-type: none"> The course contains various resources by different authors from multiple institutions that are attributed on individual resources within the course.
Breadth of perspectives (reflects multiple perspectives and points of view on course topics?)	<input type="checkbox"/> yes <input type="checkbox"/> no	<ul style="list-style-type: none"> This course reflects multiple perspectives as it presents the subject in different roles. The content presented within the course is specifically designed to address the scope of the subject of a research methodology, publishing and evaluation to address needs of the students in multiple roles: those of a researcher and of an information scientist.
Accuracy and content presentation (accurate and current information with appropriate coverage of material? Appropriate content structure and presentation?)	<input type="checkbox"/> yes <input type="checkbox"/> no	<ul style="list-style-type: none"> Information within the course are accurate, and current, with appropriate coverage of material, content structure and presentation.

		<ul style="list-style-type: none"> Publishing/production date is not specified for all resources.
Convenient and easy for use	<input type="checkbox"/> yes <input type="checkbox"/> no	<ul style="list-style-type: none"> The course is available for everyone free of charge. Discoverability and visibility of the course could be improved by adding/linking the courses to the external platforms that aggregate OERs.
Interactivity (optional)	<input type="checkbox"/> yes <input type="checkbox"/> no	<ul style="list-style-type: none"> This course contains quizzes developed as an activity in Moodle that provide interactivity.
Technological Issues		
Format of the OER (e.g. picture, video)	<input type="checkbox"/> yes <input type="checkbox"/> no	<ul style="list-style-type: none"> E-course is developed on LMS (Moodle), containing PowerPoint presentations and quizzes developed in Moodle.
Quality of the final product (content in the OER is clear and understandable, if applicable: interface and design are easy to navigate)	<input type="checkbox"/> yes <input type="checkbox"/> no	<ul style="list-style-type: none"> The overall quality considering all aspects of availability, effectiveness, production quality, design, learning experience and technological aspect is satisfactory.
Production value (high quality of video and audio (if included), contains no spelling errors or typos?)	<input type="checkbox"/> yes <input type="checkbox"/> no	<ul style="list-style-type: none"> Videos are currently not available within the course.
Learning Process and Pedagogy		
Accessibility, inclusiveness, equality and cultural relevance (accessible to all, including learners with disabilities and of different cultural backgrounds?)	<input type="checkbox"/> yes <input type="checkbox"/> no	<ul style="list-style-type: none"> The course content is aimed at every individual, using inclusive language and context. Standard file formats are used within the course, readable content, usage of appropriate fonts in accordance with accessibility guidelines. No statement on the digital accessibility within the LMS (Croatian Law on digital accessibility of applications and web pages, 2019).
Level of Open License (terms of use are clearly specified?)	<input type="checkbox"/> yes <input type="checkbox"/> no	<ul style="list-style-type: none"> License information is available on the course page on the LMS. Terms of use are not specified and added on every individual resource that is presented within the course (open license), which should be the case as materials can be downloaded and shared separately.

Information on citation style	<input type="checkbox"/> yes <input type="checkbox"/> no	<ul style="list-style-type: none"> Information on citation guidelines are not provided.
Pedagogical Goals and Pedagogical Approaches (learner-centred, promotes active learning, class participation, and/or collaboration?)	<input type="checkbox"/> yes <input type="checkbox"/> no	<ul style="list-style-type: none"> Course content that is currently available within the platform presents information in a structured way. Interactivity is provided by quizzes developed in Moodle.
Student engagement, assessment methods and self-assessment (optional) (effective and engaging assessments of learning outcomes and course objectives?)	<input type="checkbox"/> yes <input type="checkbox"/> no	<ul style="list-style-type: none"> Questions for the assessment are available in a form of a document and/or quiz activities.
Value-Added Services		
Linguistic accessibility, understandability (multilingual support, reduced linguistic complexity, consistency of language and key terms?)	<input type="checkbox"/> yes <input type="checkbox"/> no	<ul style="list-style-type: none"> Course materials are currently available in the following languages: English, Catalan, Spanish. The language of the content is direct, clear and reduced of linguistic complexity. Key terms are consistent within the course content.
Monitoring and evaluation (tools/mechanisms) (quality control mechanism/tools included?)	<input type="checkbox"/> yes <input type="checkbox"/> no	<ul style="list-style-type: none"> No internal quality control mechanisms or tools included. External evaluation and quality control are carried out within the DECris project.
Peer-review process	<input type="checkbox"/> yes <input type="checkbox"/> no	<ul style="list-style-type: none"> Information not available.
Conformity with EU-GDPR	<input type="checkbox"/> yes <input type="checkbox"/> no	<ul style="list-style-type: none"> No data about the user is being collected within the LMS.
Any further comments:		
<p>Main recommendations for further improvement:</p> <ul style="list-style-type: none"> - interactivity could be improved by using H5P - terms of use should be specified and added on every individual resource that is presented within the course (open license) - learning outcomes should be stated within the course and should be measurable and contain action verbs, (in accordance with Bloom's taxonomy) - adding affiliations and/or other identifiers for the authors - adding/linking the courses to the external platforms that aggregate OERs to increase visibility - sections within the LMS should be used to separate different languages (instead of the different content sections), to assure that they are separated in different blocks to improve navigation and easiness of following the OER 		

