

OPENLang E-Toolkit on Language OERs for Language Teachers & Trainers

Open European Languages & Cultures Network



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Open European Languages & Cultures Network

*OPENLang e-Toolkit
on Language OERs for language
teachers & trainers*

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Authors: Panagiotis Kosmas (CY), Antigoni Parmaxi (CY), Maria Perifanou (GR), Anastasios Economides (GR).

Interactive Version of e-Toolkit: Irini Christou (CY)

Infographics: Panagiotis Kosmas (CY), Antonio Giordano (IT)

Project Consortium:

The University of Macedonia, GR



The Open University, UK



The Cyprus University of Technology, CY



Pixel (IT)



Contact Information

Website: <https://www.openlangnet.eu/>

E-mail: mariaperif@gmail.com

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PREFACE



This e-toolkit is a step-by-step guide that aims at equipping language learning teachers and trainers with the skills they need in order to discover, evaluate, use, reuse, create and share Open Educational Resources (OERs). It has been developed based on the findings of an extensive review on OERs as well as on the OPENLang Quality Framework and Tool for Language OERs (Perifanou & Economides, 2020). This e-toolkit has a concrete structure combining theory to practice and it has been broken up into six main modules covering important aspects of working with OERs like:

- Definitions of Open Educational Resources (OERs) and Open Educational Practices (OEPs)
- Characteristics, categories, benefits, and challenges of using OERs
- Copyright licenses and guidelines on how to evaluate language OERs
- Where and how to find language OERs and OEPs
- How to create OER (basic authoring tools for the creation of OERs, language OERs databases)
- Specific examples of OERs and OEPs in Language education
- Useful tips for the creation and sharing of language OERs
- Learning objectives and self-evaluation assessment are both included in each section.

GETTING STARTED

GETTING STARTED

Why?

The Open Educational Resources (OERs) movement has grown rapidly over the last 15 years, as many institutions adopt the idea of openness and universal access to educational content. Thus, the research and educational material must be open to everyone interested, including students, adult learners, teachers, professionals, managers, policymakers, etc. (McGreal, 2017).

Because:

- OERs are being adopted in many countries where distance/ e-learning practices are increasing.
- OERs offer an opportunity to learn to people who cannot receive education in traditional settings because of geographical, financial or social barriers (Oelfke et al., 2021). Furthermore, they provide a wider array of content to choose from, and they augment creatively the learning outcomes and experiences (Saint, 2003).
- OERs support knowledge exchange, novel collaborative practices and policy dialogue between states and institutions.

For whom is this e-toolkit intended?

This e-toolkit is intended for language teachers, language researchers, project officers, and administrators. Overall, this information would also benefit Universities, Schools, Educational organizations, and many others who are interested in adopting such an e-toolkit in their practices, promoting in that way openness, multilingualism, collaboration, and quality among others.

What is the purpose of this e-toolkit?

The main purpose of this guide/e-toolkit is to get language teachers and trainers involved in the search, evaluation, creation, (re) use, and sharing of OERs for language learning and teaching. More specifically, this e-toolkit will help language teachers to discover, evaluate, (re) use, create, and share quality multilingual and interactive OERs for language learning in their teaching practices. All teachers/trainers/researchers around language education are expected to benefit from adopting this e-toolkit in their educational practices.

How to use this e-toolkit?

This e-toolkit provides guidance on how to integrate OERs and OEPs in language teaching:

- by providing resources on creating language OERs,
- by providing tricks and tips for creating, (re)using, evaluating and sharing language OERs,
- by using vivid examples of relevant language OERs and OEPs.

Step 1: How to discover a language OER?

Step 2: How to evaluate a language OER?

Step 3: How to use a language OER?

Step 4: How to create and share your own language OER?

INTRODUCTION

INTRODUCTION

The Open Educational Resources, henceforth OERs, movement is growing rapidly over the last 15 years, as many institutions adopt the idea of openness and universal access to educational content. Thus, the research and educational material must be open to everyone interested, including students, adult learners, teachers, professionals, managers, policymakers, etc. (McGreal, 2017). This remains the fundamental principle since the term was first coined by UNESCO in 2004, fortified in the Paris Declaration in 2012 and integrated at the 2017 Ljubljana OER Action Plan. It came into effect during the city's Second World Open Educational Resources Congress, later in that year (Paragarino, Silveira, & Llamas-Nistal, 2018).

The possibilities OERs have opened in learning systems throughout the world - flexible and unconstrained learning opportunities, whether they concern access, location, pace and method of study - transformed education (UNESCO, 2008), enabling groups customarily constrained from attending traditional institutions to pursue higher education, supported by digital technologies (Saint, 2003).

The main purpose of this guide/e-toolkit is to get language teachers and trainers involved in the adoption, evaluation, creation, (re)use, and sharing of OERs for language learning and teaching. More specifically, this e-toolkit will help language teachers to discover, evaluate, (re)use, create, and share quality multilingual and interactive OERs for language learning in their teaching practices. All teachers/trainers/researchers around language education are expected to benefit from possibly adopting this e-toolkit in their educational practices. Overall, this information would also benefit Universities, Schools, Educational organizations, and many others who are interested in adopting such an e-toolkit in their practices, promoting in that way openness, multilingualism, collaboration, and quality among others.

In the following sections, we first provide a brief overview of existing language OERs guidelines for discovering, evaluating, using, creating and sharing language materials. We also define what OER and OEP are, highlighting the most significant characteristics of OERs, and analyze the benefits and challenges in adopting such OERs. Next sections present some guidelines and useful tips on how to discover, evaluate, use, create, and share OERs based on the literature and previous successful examples of OERs guidelines. Furthermore, in these

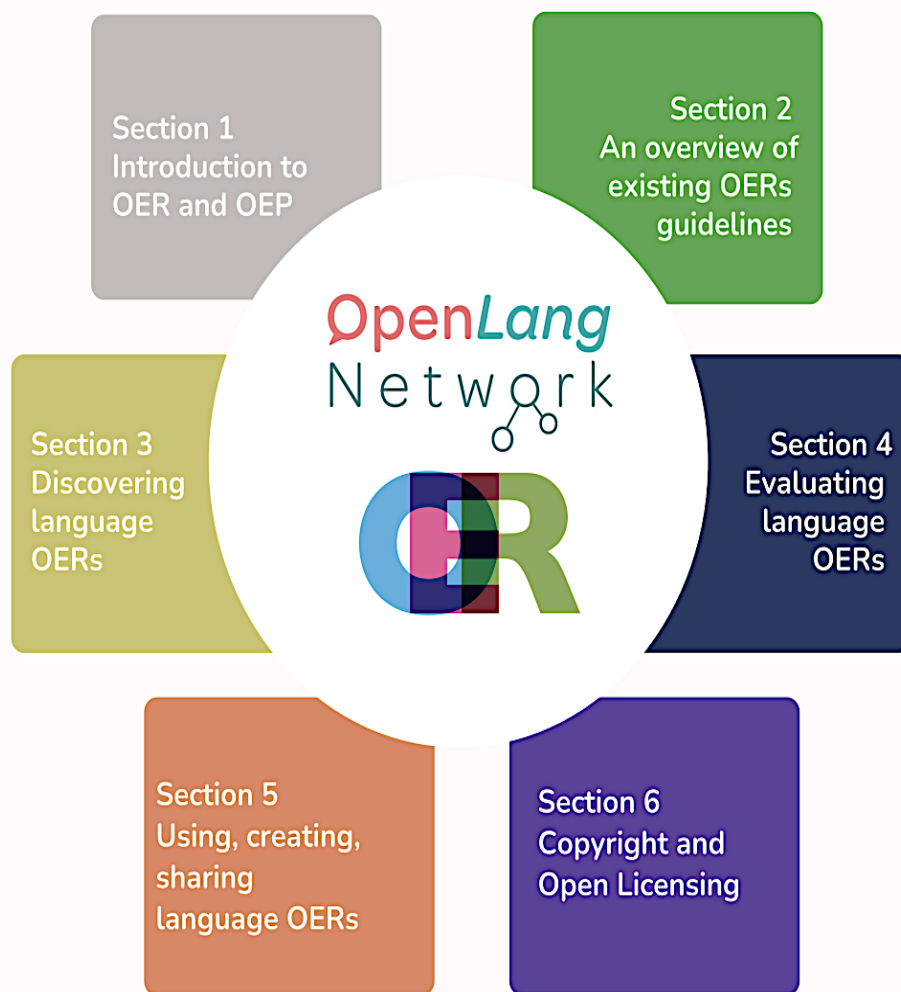
sections are briefly analyzed both the “OPENLang Quality Framework” and the “OPENLang Quality Tool for Language OERs”. It is also proposed the “OPENLang OER Evaluation Checklist” that aims at guiding language educators on evaluating the language OERs that they want to use or they have created and wish to share with others. Finally, useful information and examples are given regarding the copyright issues.

Sections		Objective
1	Introduction to OERs and OEPs	To set a strong conceptual basis about OERs and OEPs and comprehend the benefits and challenges in adopting OERs in language education.
2	An overview of existing OERs guidelines	To explore what is done so far for OERs and to get familiar with existing guidelines for OERs
3	Discovering language OERs	To identify some research tips on how to discover adequate OERs for language learning.
4	Evaluating language OERs: The OPENLang Quality Framework and Tool.	To be aware regarding the evaluation of OERs. To learn how to evaluate a language OER using the “OPENLang OER Evaluation Checklist” which is based both on the “OPENLang Quality Framework” and Tool.
5	Using, Creating, Sharing language OERs	To explore and adopt the useful tips/strategies in (re)using, creating, and sharing language OERs.
6	Copyright and Open Licensing	To get familiar with the copyright issues when creating a language OER.

Table 1. Toolkit Overview

OPENLang E-Toolkit

on language OERs for Language Teachers/Trainers



Visit our website <https://www.openlangnet.eu/>





SECTION 1

INTRODUCTION TO OER AND OEP

INTRODUCTION TO OER AND OEP

Learning Objectives

By the end of this section, you will be able to:

- Provide a definition of open educational resources (OER) and open educational practices (OEP)
- Explain the difference between OER and OEP
- Understand the different categories and types of OERs
- Describe benefits and challenges of using OER in a class/course

What is an OER?

David Wiley (1998) firstly used the term “open content” by analogy with open source. The concept of OER was originally coined during a UNESCO Forum on Open Courseware for Higher Education in Developing Countries, in 2002, and developed as follows:

“Open Educational Resources are defined as ‘technology-enabled, open provision of educational resources for consultation, use, and adaptation by a community of users for non-commercial purposes. They are typically made freely available over the Web or the Internet. Their principal use is by teachers and educational institutions to support course development, but they can also be used directly by students. Open Educational Resources include learning objects such as lecture material, references and readings, simulations, experiments and demonstrations, as well as syllabuses, curricula, and teachers’ guides”. (Wiley, 2014, p. 2).

OERs entail any educational resources (including curriculum maps, course materials, textbooks, streaming videos, multimedia applications, podcasts, and any other materials that have been designed for use in teaching and learning) that are open and free to use by staff and students alike. The Organization for Economic Co-operation and Development defined OERs (Orr, Rimini, & Van Damme, 2015; Hylén, 2006) as:

“digital learning resources offered online ...freely and openly to teachers, educators, students, and independent learners in order to be used, shared, combined, adapted, and expanded in teaching, learning and research” (p.17).

This definition brought to light one of the characteristics of OERs which is the *Networked Learning*: the creation of these resources that can be used within a network or can be created by a network of instructors and students.

As all the definitions mention, OERs are teaching and learning materials/ resources/ tools offered freely and openly for anyone. For some of these resources, that means you can download the resource and share it with colleagues and students. For others, it may be that you can download a resource, edit it in some way, and then repost it as a remixed work. OERs often have a *Creative Commons* or *GNU* license that states specifically how the material may be used, reused, adapted, and shared, under a *Creative Commons* or *GNU* license that allows its users to **retain, reuse, revise, remix, and redistribute**, depending on the resources' terms.

William and Flora Hewlett Foundation defines OERs as:

“ [...] *teaching, learning, and research resources that reside in the public domain or have been released under an intellectual property license that permits their free use and re-purposing by others. Open educational resources include full courses, course materials, modules, textbooks, streaming videos, tests, software, and any other tools, materials, or techniques used to support access to knowledge*”.

Creative Commons provides the licensing tools for permitting this free use and repurposing; Hewlett considers the *Creative Commons Attribution (CC BY)* license to be the license of choice, allowing for maximal reuse and repurposing of copyrightable educational resources while still acknowledging the creative work of the developer. CC0-License can be used by anyone for any purpose (Bliss, T J and Smith, M. 2017). In other words, the key distinguishing factor is the copyright status of the material. If the content is copyrighted under traditional, all-rights-reserved copyright, then it's not an OER. On the other hand, if the material resides in the public domain or has a Creative Commons Attribution (CC BY) license or similar open copyright status, then it is OER.

Two different types of OERs are referred in the literature: a) informal OER resources (e.g., social media, mobile calling, texting) and b) formal OER resources (e.g., an institution's management platform for learning materials) on specific development outcomes of functional literacy and perceived employability (Chib & Wardoyo, 2018).

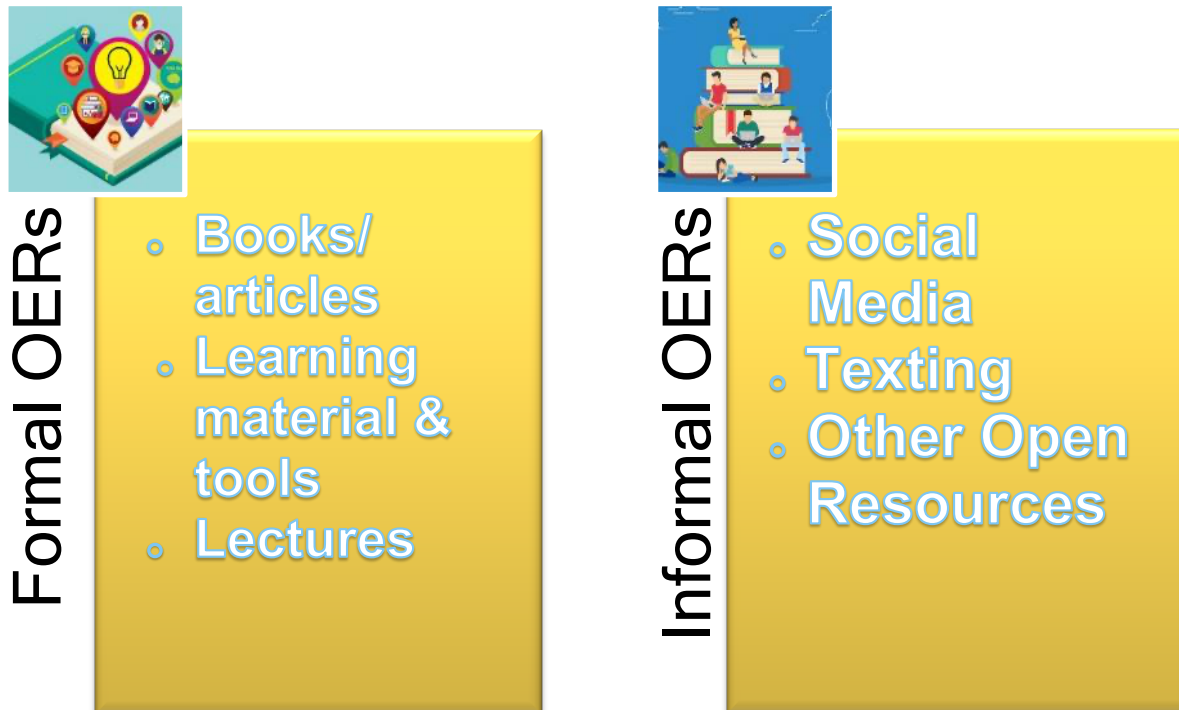


Figure 1. Representation of Chib & Wardoyo's (2018) "Types of OERs".

Some digital learning contents can be accessed and used freely as OERs, that is, any type of educational materials (textbooks, lecture notes, assignments, tests, etc.) in the public domain or introduced with an open license which means that anyone can legally and freely copy, use, adapt, and re-share them (UNESCO, 2012). These resources can be freely combined, altered, extended or adapted to suit the particular interests of teachers and learners (Rodel, 2013), usually registered under *Creative Commons* licenses (Beaven, 2013) or repurposed for language learning (Thomas & Evans, 2014). In the last decade, the European Union has increased the promotion of OERs since they can facilitate policy dialogue, knowledge sharing, and collaboration between states and institutions internationally (Sabadie, Munoz, Punie, Redecker, & Vuorikari, 2014).

According to many scholars/authors (Rhoads, Berdan, & Toven-Lindsey, 2013), Massive Open Online Courses (MOOC) come under the OER umbrella, while others believe MOOCs to be an evolutionary step of OER (Boga & McGreal, 2014).

What is an OEP?

According to Ehlers (2011) OEP:

"..is the use of Open Educational Resources for teaching and learning in order to innovate the learning process". With this in mind, OEPs are "practices which support the (re)use and production of OER through institutional policies, promote innovative pedagogical models, and respect and empower learners as co-producers on their lifelong learning path".

Along the same lines, the Open Educational Quality (OPAL) Initiative define OEPs as:

"The use of Open Educational Resources to raise the quality of education and training and innovate educational practices on institutional, professional and individual level".

OEPs are thus practices within the trajectory, which is delimited by both dimensions: Openness in resource usage and creation vs. openness in pedagogical models. Both dimensions can help individuals and organizations to self-assess and position their respective context. The two dimensions by which OEPs are delimited - openness in resource usage and creation and openness in pedagogical models - can thus help individuals and organizations to self-assess and reframe their respective placements (Halda, 2019) through "*Open Educational Practices*" (OEPs), the variety of practices around the creation, use, and management of OERs with the intent to improve quality and to reform education (Ehlers, 2011, p.4).

A database or repository of OERs is not an OEP. OEP is actually the reuse and adjustment of existing OERs based on students' needs and classroom's circumstances. The pure usage of OERs in a traditional closed and top-down learning setup is not OEP (Ehlers, 2011, p.4).

In simple words, an Open Education Practice is more than using OERs but it leverages open education resources (OER) to expand the role of educators, allowing teachers to become curators, curriculum designers, and content creators. In sharing teaching tools and strategies, educators network their strengths and improve the quality of education for their students.

Categories and characteristics of OERs

There are a multitude of OERs out there to choose from, including textbooks, courses, multimedia, data, and supplementary materials (Moist, 2017). Finding all these millions of OERs across the web is a very challenging task for every language teacher. Even though OERs can be tracked by regular search engines, it is much easier to discover them in specific online websites where they are stored. Butcher and Moore (2015) state that those websites could fall under three (3) major categories based on their functionality: 1) *OER directories*; 2) *OER platforms* and 3) *OER repositories*.

OER Directory Sites: The OER directory sites do not act as a repository, but have identified quality OER and store them in a database of web links, such as *OER Commons* (www.oercommons.org) and *Commonwealth of Learning* (www.col.org/OER) (UNESCO, 2015).

OER platforms: A platform refers to a specific digital tool designed to “do” something with the OER such as developing new OERs, or adapting existing OERs (Butcher and Moore, 2015). Furthermore, an OER platform could also be an OER attribution builder. For example the *Open Author Tool* by OER commons (<https://www.oercommons.org/authoring-overview>) is a well-known tool designed with OER in mind which offers to teachers a variety of functions aiming at guiding the design and creation of high quality online OERs that can be remixed, curated in specific groups, easily tracked and many more.

OER repository: is a place on the internet as well as in the physical world for storing digital OER for later search and retrieval (UNESCO, 2015). Repositories of training and educational materials offer a range of resources developed by many different organizations and individuals and for different subjects, age groups, purposes (Butcher and Moore, 2015). A well-known example of an institutional repository is the *MIT's OpenCourseWare Repository* (<https://ocw.mit.edu/>) as well as the *OpenLearn* (<http://openlearn.open.ac.uk>) that offer a variety of language OERs while the *Center for Open Educational Resources and Language Learning* (COERLL2) (<https://coerll.utexas.edu/coerll/>) provides only open language learning material, tools, teaching methods, standards and more. It is worth mentioning that in many cases OER websites offer combinations of the above functionalities and that means that it is possible to find a mix of the aforementioned functions within the same OER website like the case of “*OER Commons*” which offers both an “OER repository” and an “OER authoring tool”.

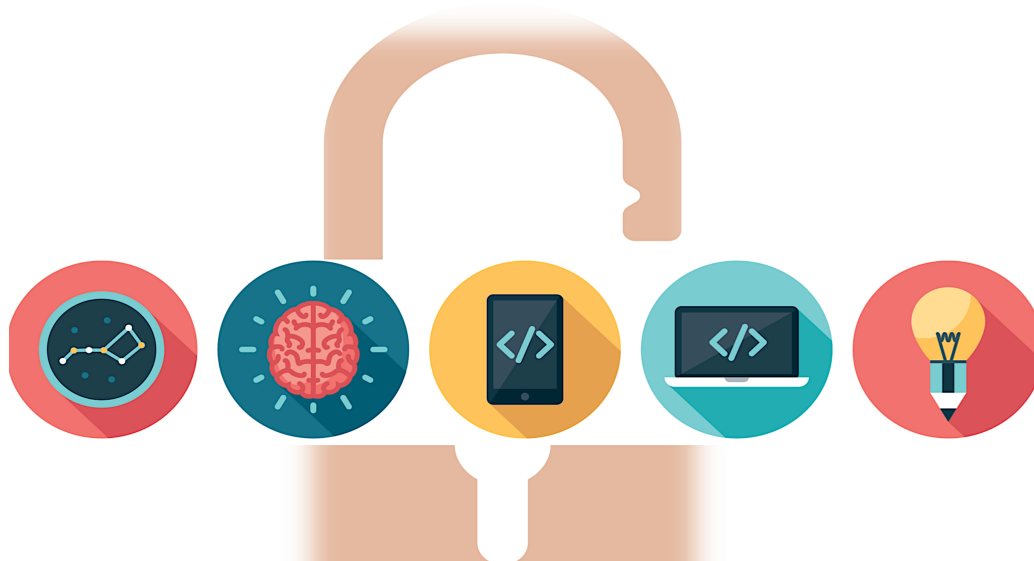


Figure 2. SEQ Figure 1* ARABIC 2. *Conceptualizing OEP (Open praxis, 2018)*

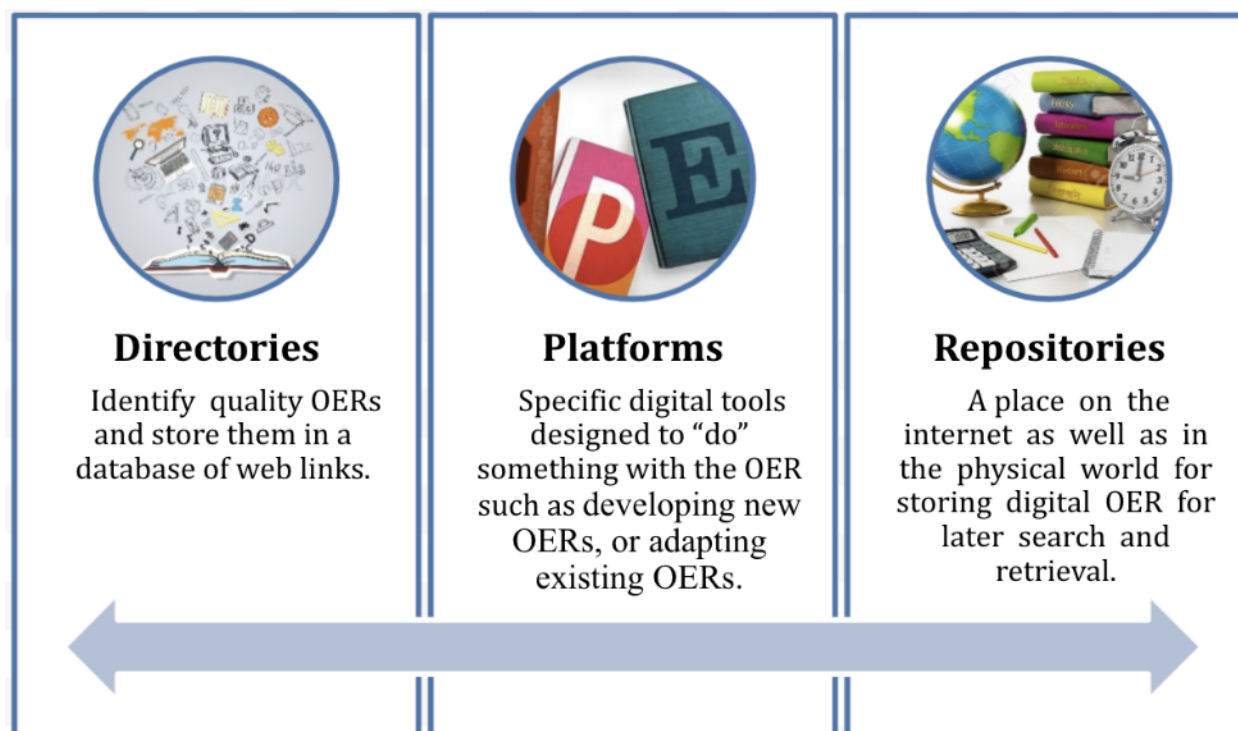


Figure 3. Representation of Moore & Butcher’s (2015) “Categories of OER”

Which are the main characteristics of OERs?

Based on the literature (Camilleri, Ehlers, & Pawlowski, 2014) the general characteristics of OERs are:

- ✓ Accessible to all people;
- ✓ Openness: usable by people with disabilities, by teachers, by students, etc.;
- ✓ Open licenses - use and reuse, revision, remixing, and redistribution of resources are allowed;
- ✓ Include free use for educational purposes by teachers and learners;
- ✓ Easy to modify;
- ✓ Cross-media in digital format.

Hilton et al. (2010) assessed the “openness” of OERs by evaluating if they could be openly reused, redistributed, revised, and remixed. According to Wiley and Green (2012, p. 81) users must be able to perform the following “4R” activities on an OER:

- *Revising* - modifying the OER according to the goals set for the end-user,
- *Remixing* - integrating elements and functionalities from different OER sources, to produce new materials,
- *Reusing* - repurpose existing OERs into different contexts of use, and
- *Redistributing* - sharing the original or derivative work with others

Later, Wiley (2014) proposed a user to be able to do the following 5R activities on an OER (<https://openeducationalresources.org>):

- *Retain* - the right to make and hold copies of the content (e.g., download, duplicate, store, and manage);
- *Reuse* - the right to use the materials at one’s preferences (e.g., in a class, in a study group, on a website, in a video);
- *Revise* - the right to alter the content in any way (e.g., translate the content into another language);
- *Remix* - the right to combine existing content with other material to create something new (e.g., incorporate the content into a mashup);
- *Redistribute* - the right to share any given materials with others, at any time (e.g., give a copy of the content to a friend).



Also, Economides and Perifanou (2018) proposed the OPEN FASUCICESA-CPT model defining the following Open Capabilities regarding an OER:

- Open to Find (Seek, Locate, Discover);
- Open to Access (View, Watch, Read, Listen, Hear);
- Open to Store (Save, Retain, Download, Copy, Duplicate, Print);
- Open to Use (Control, Manage, Select);
- Open to Create (Design, Develop, Produce, Construct, Build, Calculate, Solve, Modify, Alter, Change, Adapt, Revise, Translate, Mix, Integrate, Combine);
- Open to Interact (Communicate);
- Open to Collaborate (Cooperate, Co-Create);
- Open to Evaluate (Assess, Review, Critique, Rank);
- Open to Share (Distribute, Teach, Publish, Display, Present, Present, Display, Show);
- Open to Abandon (Quit, Drop Out, Leave, Depart) without any penalties, charges, fines, obligations, punishments etc.);
- Open Cost (allow anyone to participate at no cost);
- Open Place (allow anyone to participate from anywhere);
- Open Time (allow anyone to participate anytime).

What types of OERs exist?

The types of OERs include the following: full courses, websites, syllabus, modules, lesson plans, learning objects, textbooks, presentations, educational multimedia (e.g., images, audio, animations, videos), examples, case studies, experiments, simulations, serious games, assignments, exercises, problems, projects, ePortfolios, quizzes, tests, exams, bibliographies, software, and other materials and tools.

“Multimedia Education Resource for Learning and Online Teaching” (MERLOT) is a very well-known OER repository which was created by the California State University in 1997 in order to identify and provide access to mostly free, online curriculum materials for higher education. In 2017 it offered over 40,000 curated and rated items (Bliss & Smith, 2017) while nowadays a user can select among 95,602 resources that include 3,000 open and free materials for the world languages and more than 2,000 materials only for the English language. This OER repository was designed primarily for faculty, staff and students of higher education from around the world and its open educational content was categorized in 22 different material types

including among others: 1) adaptations (i.e., translations of existing OERs); 2) assessment tools, 3) online courses, 4) a Learning Object Repository that includes a searchable database of at least 100 online resources, 5) syllabus and 6) tutorials.

As research has shown, there is a variety of language OERs offered also in all EU languages (Perifanou et al., 2014). An example of an OER Directory/repository of reviewed OERs in all EU languages is the one provided by the OPENLang Network Platform (<https://openlang-network.kmi.open.ac.uk/>) that offers a rich collection of EU language OERs of various types such as 1) Full course, 2) Learning Module, 3) Lesson Plan, 4) Textbook, 5) Exercise/Quiz/Test, 6) Grammar/Syntax, 7) Video/Audio, 8) Mobile App or Game and 9) Cultural material, 10) Teachers' support (companion, teaching strategies, assessment, etc.). Users not only have the possibility to discover interesting OERs of different formats, but they can also add their own language OERs, recommend others and also comment and rate all the language OERs which are offered in their collection. What is interesting is that language teachers can also upload the OERs that they have already applied in their teaching practice and provide more feedback for this to the teachers who wish to integrate this material in their language courses as well.

Useful Tips

Keep in mind that even though you might not discover an OER that perfectly suits your needs, you have the possibility to modify or customize most OERs in order to fit within the context of your language course or the language learning needs of your students. For sure this will benefit your own teaching as well as save you time from creating your own material from scratch.

Learn more about OERs!!

Let's play!!!



<https://create.kahoot.it/share/open-educational-resources/22d4a891-a28c-4258-afc0-ef7dc649a3>

Benefits of using language OERs

OERs offer great and multiple opportunities to learners, students and teachers of all disciplines as well as to educational institutions. OERs give access to multiple learning materials which can be easily distributed, shared, and adapted to meet learners' needs and preferences. *"One of the main values of OER is that they can be used worldwide independently of the system of education and national curricula frameworks"* (Grodecka & Sliwowski, 2014). OERs usage and redistribution benefits include but are not limited to:

- **Enhancement of regular course content in language learning**

Traditional classrooms can benefit from using OERs cross-media material, and foster students' learnability. According to the definition of Thomas and Evans (2014), OERs are digital resources that can be repurposed for teaching and learning, and thus, language processing technologies delivered through web services or apps should be considered as valuable OERs in language learning and teaching. Indeed, OERs have the potential to facilitate the teaching based on some pedagogical approaches creating language awareness.

- **Increasing learner's motivation**

There are a number of benefits for using, producing and sharing OERs. Shmueli (2017) claims that the use and sharing of OERs can enhance education and research, can reduce the costs of educational resources' development by reusing existing resources, can enhance the demand for life-long learning, and can allow adjusting of existing educational materials for local needs.

- **Improving student performance and satisfaction**

It is argued that web based OERs create opportunities for tailored experiences and increase students' engagement. To that end, many researchers and educators highlight the benefits of using OERs as an alternative teaching method to engage and motivate students from distinct socio-cognitive backgrounds (Mossley, 2013). Some studies revealed that OERs increase students' productivity in terms of increased their confidence, interest, and satisfaction, while other studies show that OERs' popularity is increasing (Farrow et al., 2015).

- **Expanded access to learning**

Students can access OERs at any time and place, and for as many times as necessary. This way, OERs increase access to educational materials for a wider range of learners,

predominantly those underserved by traditional educational opportunities. Regarding the use of OERs in Higher Education, many researchers have pointed out that OERs must be useful, easily accessible, with clear purpose, and they should be modifiable to suit the teachers' needs (Wenk, 2010; Adams, Liyanagunawardena, Rassool, & Williams, 2013). For that matter, the use of OERs can lead to social inclusion and participation in the learning process of learners with specific needs or disabilities.

- **Expansion of didactic opportunities**

OERs help teachers to expand their roles and find innovative ideas to implement in their classes (Farrow et al., 2015; Petrides, Jimes, Middleton-Detzner, & Howell, 2010), support teaching and learning practices (Bradshaw, Younie, & Jones, 2013) and finally reduce costs for teachers and students during the course (Bliss, Robinson, Hilton, & Wiley, 2013; Farrow et al., 2015). Several studies working on teachers' perceptions with regards to OERs (Hysten, 2006; Wiley & Henson, 2006) have claimed that teachers use OERs to enrich their teaching methods and practices and interact with other colleagues (Conole & Alevizou, 2010).

- **Openness and innovation**

OEPs can be part of an innovative strategy to enrich the openness and internalization of teaching, learning, and professional development (Ossiannilsson, Altınay, & Altınay, 2017). The use of OERs promotes richer teaching methods and strategies as well as a reformation of existing curriculum and content, it increases educators' reflection on current practice and creates opportunities for more collaborative methods of working (Beetham et al., 2012).

Challenges in using language OERs

According to the literature, the engagement with OERs promotes innovation in teaching practice, increases students' motivation, creates opportunities for collaboration, and offers great opportunities for an amazing and meaningful learning experience. However, several studies stated that educators are largely left aside from the usage of OERs, including issues of languages they lack and access to resources, have little time and reward systems to account for the efforts invested in creating and using OERs are inexistent (Conole & Alevizou, 2010; Rolfe, 2012).

Additionally, there are more obstacles that every teacher who wishes to integrate OER in his/her teaching practice needs to overcome. As research has shown, it is not an easy task to discover appropriate language OER for specific language and educational objectives

(Perifanou & Economides, 2021a). The most important challenges include OER discoverability issues, quality issues, sustainability issues, time and effort issues, technological issues, intellectual property/copyright concerns, format issues as well as language and/or cultural barriers. More concretely, in a recent research (Perifanou & Economides, 2021b) that investigated the OER discoverability problem by searching for language OERs in eleven well-known Repositories of OERs (ROER) it was revealed a number of obstacles in finding appropriate language OERs such as obsolete OERs, not really open and free educational resources-copyright issues, absence of a uniform structure of ROERs, absence of a uniform OERs metadata description, inaccurate, obsolete, and missing metadata descriptions of OERs, absence of quality control or any kind of assessment, static formats (OERs hard to download, access, or modify), technological and cost issues (OERs that may require fast internet connection or paid software) and more. Their research outcomes have confirmed earlier findings that have shown that more than 50% of thousands of educators all over the world faced difficulties in finding suitable OERs in their subject, knowing where to find OERs, and finding high-quality OERs (de los Arcos et al., 2015; 2016; 2018).

It is also worth mentioning that not all resources are culturally appropriate for all audiences and that not all speakers are English. The language barrier and the predominance of English language OERs is an issue for non-English speakers that needs to be reconsidered.

What is more, a lot of work should be done regarding the dissemination of OERs amongst the educational world in order to become more accessible to everyone. With the sole exception of the UK, the EU falls behind countries such as the USA in adopting the use of OERs (Sabadie et al., 2014). Given the teachers' limited knowledge, there is plenty of room for the dissemination of OERs that promote language learning experiences that are (1) aimed toward a more integrated view of language learning skills and (2) favors more personalized learning experiences.

The following table summarizes the most important challenges in the use of OERs in 2010 and it seems that nowadays those challenges are still absolutely valid compared to the recent research findings aforementioned.

Challenges in using OERS

Absence of students and learners' technical skills, specifically ICT skills;

Lack of broadband networking and other technical innovations;

Limited financial resources to allocate to develop or sustain OERs;

Insurmountable protection of intellectual property;

Refusal to use derivative versions of OERs;

Lack of incentives for the creation of OERs;

Lack of skills to discover and adopt appropriate OERs;

Language barriers;

Assuring quality in open content;

Dealing with copyright issues.

Table 2. Challenges in using OERs. Resource: Hodgkinson-Williams (2010)



Further Information

["High Impact Practices for Integrating Open Educational Resources \(OER\) into University Courses" Lecture by David Wiley, University at Buffalo \(NY\), 2016 Genteels' Excellence in Teaching Conference](#)

- [The 5Rs by Wiley \(2014\)](#)
- [Paris OER Declaration by UNESCO \(2012\)](#)
- [UNESCO \(on the topic of OER\)](#)
- [OER - Open Educational Resources: Get started](#)
- [An Overview of Open Educational Resources](#)
- [7 Things You Should Know About Open Educational Resource](#)
- [Quick list of Open Educational Resources examples](#)

Quiz 1: Introduction to OERs & OEPs

Please answer the following questions! In multiple choices questions only one option is correct (solutions in Appendix I).

Question 1: The concept and the term of OER was coined by:

- A. Paris Declaration in 2012
- B. UNESCO in 2004
- C. Ljubljana OER Action in 2017
- D. Bill Gates in 2005

Question 2: According to Ehlers (2010) the most important aim of an OEP is:

- A. to innovate the learning process
- B. to understand the use of OER
- C. to use the OEP in an online learning environment
- D. to promote ICT technologies

Question 3: How many categories of OERs there are?

- A. 2
- B. 3
- C. 4
- D. 5

Question 4: Can you explain the difference between OER and OEP?

Question 5: List and describe three (3) important benefits and three (3) challenges of using OERs.

SECTION 2

AN OVERVIEW OF EXISTING OER GUIDELINES

AN OVERVIEW OF EXISTING OER GUIDELINES

Learning Objectives

By the end of this section, you will be able to:

- Understand the basic steps of creating, finding, using, reusing and sharing OERs
- Get a clear picture of existing OER guidelines
- Set clear objectives when creating OER

There are various guideline proposals for the use, creation and sharing of OER. For example Gurell & Wiley (2008) propose in the “OER Handbook for Educators 1.0 - WikiEducator” the life cycle for the OER’s development which begins with a desire or need to learn or teach something. The idea behind the OER life cycle is that the development, use and distribution of OER follows a general pattern. However, it is important to note that there is no definitive method of creating OER; the life cycle is just one proposed strategy. The initial version of the *Life cycle for the development of OERs*” was created by Wiley in January 2008 (Wiley, 2008) (Fig.4).

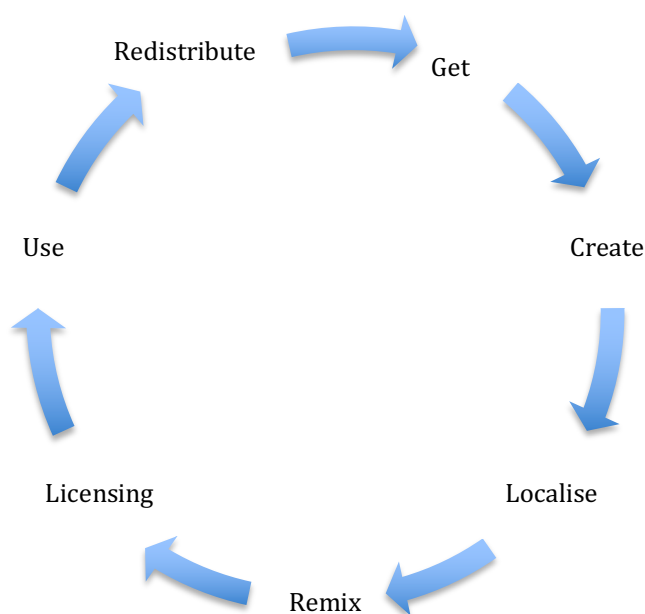


Figure 4. Representation of Wiley (2008) “Life cycle for the development of OERs”

- **Get:** Search and find OERs via search engines and repositories, or discover individual websites.
- **Create:** Use preferably open source tools in order to create the OERs.
- **Localise:** Try to make a resource more useful to a particular situation. For example, translate instructions from one language to another.
- **Remix:** Merge two or more OER materials into a new OER. This is probably one of the most enjoyable parts of OERs' production.
- **Licensing:** License the work using an open content license such as Creative Commons and GFDL (GNU Free Documentation License).
- **Use:** OERs it's good to be used for predefined purposes.
- **Redistribute:** Publish an OER once it is finished and make it available for the open education community to begin the life cycle again.

However, the final version of the “Life cycle for the development of OERs” was developed by Gurell, Wiley and Tucker and comprises 5 main stages: 1) find, 2) compose, 3) adapt, 4) use and 5) share while licensing also plays an important role throughout the entire life cycle (Gurell, 2008).

Another example of OER guidelines developed by Northwestern Michigan College (NMC) Librarians is the “Six steps to OER” (Fig. 5) which proposes the following steps in order to integrate OER into a course:

1. *Set aside time:* Searching for OER takes time & persistence, just like research.
2. *Look at your current text:* Is your current textbook available through the library databases?
3. *Locate an OER text:* Check to see if a whole OER textbook already exists for your course.
4. *Browse open repositories:* Browse several repositories to see what content is available
5. *Supplement:* Look at your learning objectives and find different materials for different topics.
6. *Ask for help:* Call a librarian to get help. You can do this at any time!



Figure 5. Source: “Six steps to OER” by Northwestern Michigan College (NMC) Librarians, used under Creative Commons Attribution 4.0 International License/Modified text from original by Lesley University Library <https://research.lesley.edu/oer>

The TIPS Framework (version 2) provides guidelines to teacher-practitioners as creators and authors of their own OERs (Table 3). The framework consists of four basic dimensions: T (Teaching and learning process), I (Information and material content), P (Presentation product and format), S (System technical and technology). The TIPS Framework version 2.0. suggests the following criteria for teachers as creators of OER (Kawachi, 2014, p. 6-8):

1	Teaching and learning processes
	<ul style="list-style-type: none"> • Consider giving a study guide for how to use your OER • Use a learner-centered approach • Use up-to-date appropriate and authentic pedagogy • Clearly state the reason and purpose and importance of the OER • It should be aligned to local wants and needs • Support learner autonomy, independence, and self-reliance • Don't use difficult or complex language • Include learning activities which recycle new information, • Monitor the completion rate, student satisfaction

	<ul style="list-style-type: none"> • Include a variety of self-assessments • Receive feedback and suggestions from students and colleagues • Try to offer learning support and feedback
2	Information and material content
	<ul style="list-style-type: none"> • The learning outcomes are up-to-date, accurate and reliable • Your perspective should support equality and equity • All your content should be relevant and appropriate to the purpose • Your content should be authentic, internally consistent and appropriately localised • Encourage student input to create localised content for situated learning • Try to keep your OER compact in size, while allowing it to stand-alone as a unit for studying by itself. • Add links to other materials to enrich your content
3	Presentation product and format
	<ul style="list-style-type: none"> • Be sure the open license is clearly visible • Ensure your OER is easy to access and engaging • Present your material in a clear, concise, and coherent way • Design a pleasing attractive design • Use open digital formats for delivery of OER to enable maximum reuse • Consider suggesting which OER could come before your OER, and which OER could come afterwards in a learning pathway
4	System technical and technology
	<ul style="list-style-type: none"> • Consider adding metadata tags • Metadata tags for expected study duration, level of difficulty, format, size • Try to use only free sourceware/software • Try to ensure your OER is easily adaptable • Your OER should be easily portable and transmissible • Your OER and the student's work should be easily transmitted to the student's own e-portfolio • Include the date of production, and date of the next revision

Table 3. TIPS Framework: teachers as creators of OERs (Kawachi, 2014, p. 6-8).

Moreover, the report by Butcher (2015), “*A Basic Guide to Open Educational Resources*” proposed four ways of sharing OERs with others:

1. Use the institutional repository.
2. Select an open repository: There are various open repositories all over the world. For example, *Photodentro* (<http://photodentro.edu.gr/aggregator/>) is the Greek National Accumulator of Open Educational Content for Primary and Secondary Education. It contains open learning objects, educational videos, software, and more resources free to anyone. Also, JORUM (www.jorum.ac.uk/share) accepts submissions that support the British curriculum at further and higher education levels. *OER Commons* has a facility (www.oercommons.org/contribute) to allow users to contribute materials.
3. Build the OERs online: some sites encourage the development of OERs within their environments. They provide automated processes for licensing and adding the resource to the database. Examples: *Connexions* (<http://cnx.org>), *WikiEducator* (<http://wikieducator.org>)
4. Exploit social networks. *Flickr* (www.flickr.com), *YouTube* (www.youtube.com), *Twitter*, *Facebook*, etc.

Additionally, the report by McGreal (2013) entitled “*Creating, Using and Sharing Open Educational Resources*” recommend some basic considerations regarding the development of OERs:

- Use and abuse the freely and legally accessible OERs that are accessible online.
- Build the course around existing OERs.
- Mix and match course modules from different sources (rather than starting all over) to more efficiently optimize them.
- Credit the sources of the borrowed content.
- Build flexibility for reuse and repurposing. Generalizability reduces costs.
- Design for use on mobile devices.
- Build to standards.

Zimmermann (2018) in her report *“Guideline for the Creation of Open Educational Resources”* reports some general hints for the creation of OERs:

- Copyright-protected contents are OK to use as long as you are the copyright holder, and combine it with new, original material that you have created yourself.
- If more than one person has contributed to the creation of an OER, its stakeholders must decide if the design is attributed by choosing a team name or by listing all names separately.
- As some Creative Commons licenses inhibit content from being changed, select the licenses carefully, as you cannot withdraw from their agreement once the OER is published; Attribution CC BY is the most accommodating of licenses offered.
- In order to maximize the number of people who are able to benefit from your OER, consider publishing it online, via your own homepage or a popular repository for the type of resource you are catering.

Since OERs offer new possibilities to higher education systems, some guidelines has been proposed by UNESCO and the Commonwealth of Learning (COL) in order to support states, higher education institutions/teachers, academic staff, student and quality assurance/accreditation and recognition bodies (Guidelines for Open Educational Resources in Higher Education, 2011; 2015). Below are presented the specific guidelines for academic staff:

- Evaluating OERs: get inspired from exploring existing OERs in suitable portals/ repositories and finding out what better suits your courses and modules.
- Publishing OERs: work with peers and include peer-reviewed materials that are already routinely produced as part of teaching and learning, such as syllabuses, information booklets or hand-outs, notes, assessment tools and instruments.
- Assembling, adapting, and contextualizing existing OERs: adequate existing content to the learning needs of students and consider diverse learning approaches for specific goals.
- Develop the habit of working in teams.
- Ask for support within the institution for skills development: content and curriculum design, choosing, mixing and matching, and publishing OERs.
- Network with existing communities which foster cooperation in developing, adapting, and sharing OERs.
- Engage with students, as their feedback will allow Academic staff to improve their own materials and give students the opportunity to publish and contribute to OERs.
- Increase the body of knowledge by researching and writing about OERs via open publications, journals, and other relevant vehicles.
- Publish your findings and feedback on the use of OERs.
- Stay updated, about Intellectual Property Rights (IPR), copyright and privacy policies.

To conclude, based on our research, there are plenty of open resources available on the web for educational usage for all the institutions, from schools to universities. In the e-toolkit below we provide some well-known and successful OER databases directed to language learning and teaching. Those open resources can be used by language teachers and trainers to improve their existing teaching practices. Usually, these resources give them opportunities to adopt innovative strategies/ methodologies and bring technology in the classroom. Finally, a lot of previous reports offer a lot of guidelines on how teachers can create, use, and share OERs. Taking into account the insights of those reports we developed this e-toolkit for the creation/share/use of quality multilingual and interactive OERs for language learning.

Quiz 2: Guidelines for OER

Please answer the following questions! In multiple choices questions only one option is correct (solutions in Appendix I)

Question 1: Which are the seven steps regarding the OERs development based on the Wiley's model?

- A. Get, Localise, Use, Remix, Licensing, Try, Redistribute
- B. Get, Use, Localise, Remix, Licensing, Create, Redistribute
- C. Get, Create, Localise, Remix, Licensing, Use, Redistribute
- D. Get, Create, Adopt, Localise, Remix, Use, Redistribute

Question 2: Which are the four basic characteristics of TIPS Framework?

Question 3: Write down two OER guidelines proposed by UNESCO and the Commonwealth of Learning to improve higher education systems

Practice exercise

Task: Find an OER, review it carefully and check which characteristics of the TIPS framework are applied.

SECTION 3

DISCOVERING LANGUAGE OERS

DISCOVERING LANGUAGE OER

Learning Objectives

By the end of this section, you will be able to:

- Conduct a preliminary search for OER related to language education.
- List three webpages that can be used for finding a language OER.

In this section, some searching tips are presented for finding an OER in the area of language education. Also, some available repositories, best OEPs for Language Learning and resources are listed to help teachers and trainers find the appropriate OERs.



Search tips

- Broad searching

Start searching for an OER using broad criteria and keywords, otherwise your search will not return any results. When you find a good deal of resources, you can narrow your search by putting filters (e.g., type, date, and length/duration of the resource). Then you can choose those resources that fit in your learning goals.

- Find alternatives

Search for various alternative OERs until you discover the most suitable OER for your teaching and learning objectives. Although there might not be appropriate resources available for your course right now, you can find other relevant OER options for your classroom/course.

- Filter by usage rights in google

Try to find openly licensed content and material. The “*Advanced Search*” feature in Google allows you to filter results by Usage rights (see the screenshot below).

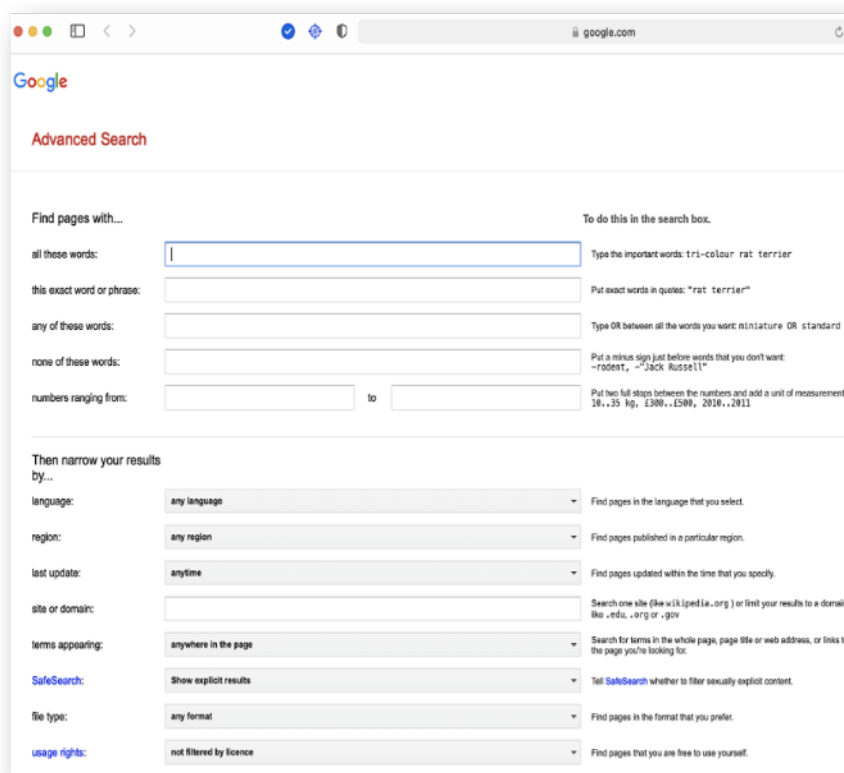


Figure 6. Filtering in google search

Example:

- ❑ To get started go to **Google Advanced Search** at https://www.google.com/advanced_search
- ❑ In the top field titled "all these words", enter your keyword or phrase.
- ❑ At the very bottom of the search options, you'll see a field labeled "Usage rights". That is where you will filter by license. The dropdown lists different license permissions with varying degrees of openness.
- ❑ Choose the permissions you want for the material you are searching. We recommend "free to use, share or modify, even commercially", which will give the most open materials licensed under a [CC BY license](#).
- ❑ Click the "Advanced Search" button. Once your search finishes, it will be easier to filter out Images, Videos, News, Books, and more from the top menu.
- ❑ When you click on one of your results, make sure to look for the license on the content before using it.
- ❑ Evaluate the resource and try it out with your students in your (online/traditional) classroom. (<https://utexas.instructure.com/courses/1097558/pages/getting-started>).

- Use OER metafinders (specialized OER search engines) that can help you discover easier Open Educational Resources.

Example:

The **Mason OER metafinder (MOM)** is a search engine that searches in real-time multiple OER sources with one interface. It is described as “*Google for OERs*”. With the *Metafinder* you aren’t searching a static database but instead, the *OER Metafinder* launches a real-time, simultaneous search across 22 different sources of open educational materials such as the well-known OER repositories *OpenStax*, *OER Commons*, *MERLOT* as you hit the *Search* button (<https://publishing.gmu.edu/whos-using-the-mason-oer-metafinder/>).

The Mason OER Metafinder (MOM)
Real-time federated search for OER content across 21 resources
What's an OER? | About the OER Metafinder

GEORGE MASON UNIVERSITY University Libraries

Full Record

Title

Author

Keywords

Date Range
From To

Clear Search

All Sources

- American Memory (Library of Congress) [?]
- AMSER - Applied Math and Science Education Repository [?]
- BC Campus/Open Ed [?]
- Digital Public Library of America [?]
- Directory of Open Access Books (DOAB) [?]
- OACOpen.org [?]
- OASIS [?]
- OER Commons [?]
- OERs at Internet Archive [?]
- Open Textbook Library [?]

Figure 7. Searching in Mason OER Metafinder

- Use the *Directory of Open Access Repositories* (OpenDOAR) that can help you find easier Open Educational Repositories.

Example:


The OpenDOAR (Directory of Open Access Repositories) is the quality-assured, global Directory of Open Access Repositories. You can search and browse through thousands of registered repositories based on a range of features, such as location, software or type of material held.






The screenshot shows the OpenDOAR website. At the top, there's a navigation bar with 'Jisc Digital Resources - Open Access' and a menu with 'About', 'Search', 'Statistics', 'Policy Support', 'Our Work', 'Contact', and 'Admin'. Below this is a 'Welcome to OpenDOAR' section. It contains a search bar labeled 'Repository Name' with a 'Search' button, and two other buttons: 'Browse by Country' and 'Advanced Search'. Below the search area are three service cards: 'Open access services from Jisc' (Services), 'Sherpa Services' (Service), and 'Managing open access costs' (Guide).





Figure 8. Searching OERs repositories using OpenDOAR

Language OER Repositories

There are many OER repositories in relation to language education but also repositories that include a rich variety of OERs in several subjects including “language”. A list of useful language OERs repositories that could be used in language learning is presented in the following table (Table 4).

OER	Link	Description
<i>Repositories for Language Education</i>		
OPENLang Network Platform 	https://openlang-network.kmi.open.ac.uk/	The OPENLang Network Platform offers a Repository of re EU languages OERs (ROER) which are reviewed and recommended by experts. With the use of the search filters anyone can find the EU language OER that is searching for. This platform also gives the possibility to the users to upload their own resources or to share and recommend others. Since this platform has community features the users can leave their comments and also rate the offered OERs.
Center for Open Educational Resources & Language Learning (COERLL)	https://coerll.utexas.edu/coerll/	COERLL's main objective is to enhance teaching and learning of foreign languages by creating resources (materials and best practices) that yield financial gains and can be used in a variety of settings. COERLL's work spans through the areas of applied linguistics research, teaching

		<p>materials, language assessment teacher development, less commonly taught languages, K-12 initiatives.</p>
<p><i>Language Resource Centers (LRCs)</i></p> 	<p>https://nflrc.org/</p>	<p>This is the <i>Language Resource Centers' (LRCs)</i>: A language US national network of resources to promote and improve the teaching and learning of foreign languages. Language teachers can use filters (language, author, skills, levels, audience) to find curriculum materials and professional development opportunities.</p>
<p><i>Language Box</i></p> 	<p>http://languagebox.ac.uk/view/</p>	<p>The <i>LanguageBox</i> is a repository where students and teachers of languages can publish and share their learning materials, resources and links on the web. You can use the resources directly, or create new activities to put your own twist on things. The <i>LanguageBox</i> was initially funded by JISC and designed, built and run by the Faroes project team (2008-2010) at the University of Southampton and the University of Portsmouth. It is currently managed by the LLAS Centre for Languages, Linguistics and Area Studies, at the University of Southampton.</p> <p>The <i>Language Box</i> is a new way of storing, managing and publishing Language teaching resources on the web. Users can share handouts, exercises, podcasts, videos and more.</p>
<p><i>The CEELBAS Language Repository</i></p> 	<p>https://www.ucl.ac.uk/library/digital-collections/collections/ceelbas</p>	<p>The <i>CEELBAS Language Repository</i> is curated by UCL, an internationally renowned repository to support language training for social sciences and humanities research in Central and Eastern Europe and Russia.</p>
<p><i>OER Repositories for several subjects including "Languages"</i></p>	<p>Link</p>	<p>Description</p>
<p><i>OER Commons</i></p> 	<p>https://www.oercommons.org/browse?batch_size=20&sort_by=title&view_mode=summary</p>	<p>In the <i>OER Commons</i> digital library anyone can search, browse, and evaluate thousands of resources: full university courses, adaptations of existing OERs, textbooks, K-12 Lesson plans, worksheets, activities, audio, video and more. The material is catalogued and organised and there</p>

	&f.general_subject=language-education-es	are also offered collections on specific topics as well as OER Commons Groups/Hubs. Over 1,768 OERs concern language learning and 3,500 are created especially for English language learning/teaching.
IRIS 	https://www.iris-database.org/iris/app/home/index.jsessionid=056D6711E2A787B8B24BB6D0E879A08E	IRIS database by University of York, UK targets second languages, foreign language learning, multilingualism, language education, language use and processing and has a repository of instruments, materials, stimuli, and data coding and analysis tools used for research. The library is freely accessible, it allows the download of existing resources, and uploading of contributions. You can log in via your Google account. You don't have to login to use IRIS, but without logging in you won't be able to edit your submissions at a later date.
MERLOT 	https://www.merlot.org/merlot/index.htm	MERLOT repository includes more than 3000 language learning materials. All the collections are of peer reviewed online learning materials, catalogued by registered members and a set of faculty development support services. All Merlot resources are Creative Commons licensed and include exercises, associated comments that can improve the teaching experience.
OpenLearn 	https://www.open.edu/openlearn/languages	OpenLearn is a free learning platform facilitated by The Open University, and with a focus on Higher Education learning. The aim is to support students in their academic, career and personal growth, with openly available content for teaching and learning, including an OER selection for Languages.
GALILEO -Open Learning Materials 	https://oer.galileo.usg.edu/do/search/?q=LANGUAGES&start=0&context=8373871&facet=	GALILEO Open Learning Materials brings together open educational resources throughout the University System of Georgia, including open textbooks and ancillary materials. Most works hosted in GALILEO Open Learning Materials have a Creative Commons license, allowing the reuse, redistribution, remix, and revision of these materials.
OASIS 	https://oasis.geneseo.edu/index.php	Openly Available Sources Integrated Search (OASIS) is a search tool that aims to make the discovery of open content easier. OASIS currently searches open content from 114 different sources and contains 440,250 records. OASIS is being developed at SUNY Geneseo's Milne Library.









<p><i>LibreTexts libraries are</i></p> 	<p>https://human.libretexts.org/Bookshelves/Languages</p>	<p><i>LibreTexts libraries</i> are supported by the Department of Education Open Textbook Pilot Project. Libre Texts Project is the result of DOE \$5 million Open Textbooks Project award in 2018, with a team of faculty from a variety of institutions led by University of California-Davis.</p>
<p><i>Open Textbook Library</i></p> 	<p>https://open.umn.edu/open-textbooks/subjects/languages</p>	<p>The <i>Open Textbook Library</i> is a comprehensive referatory that points to open textbooks by a variety of authors and publishers with a big variety in language books. Authors and publishers give you permission to use an open textbook by giving it an open license. Open Textbook Library reviews are submitted by faculty working at institutions and consortia that are members of the Open Education Network (OEN) https://open.umn.edu/oen. There is the possibility to author your own open textbook if your institution is a member of the OEN.</p>
<p><i>TED-ED</i></p> 	<p>https://ed.ted.com/series/?series=playing-with-language</p>	<p>The TED-ED section “Playing With Language” is dedicated to language learning. The platform gives the option to browse through video animations, talks and video-based lessons to kindle students' curiosity. It also offers the possibility to create your TED-Ed lesson. It is easy: you can find a video, add questions, discussion prompts, and additional resources and then you can share your lesson with your students and track their progress.</p>
<p><i>EdX</i></p> 	<p>https://www.edx.org/course/subject/language</p>	<p>Offers online language courses for free, allowing the participants to obtain a valid certification they can purchase.</p>

Table 4. A collection of Language OER Repositories and other OER Repositories that offer language OERs.

It is worth mentioning that there are also “Media Repositories” that offer openly licensed images, audio, video, and text that language teachers can use as authentic resources to use in their teaching practice. You can explore the proposed useful repositories! (Table 5).

Media Repositories

Source	Description	Content	Website
 europeana	<p>Digital resources of Europe's museums, libraries, archives and audio-visual collections including paintings, drawings, maps, photos and pictures of museum objects. Not all the works are openly licensed so be sure to check for usage rights.</p>	Images	www.europeana.eu/
 flickr	<p>Online photo album with over 80 million CC licensed images. CC licensed material can be accessed via the main site or through a dedicated portal.</p>	Images, video	www.flickr.com/creativecommons/
 openphoto	<p>A moderated photo community with over 3000 CC licensed photos in various categories.</p>	Images	http://openphoto.net
 TROVE	<p>Australian themed images hosted by the National Library of Australia. Some images are CC licensed.</p>	Images	www.trove.nla.gov.au



	CC sound remix tool and archive. All the music on ccMixer can be remixed.	Music	http://ccmixter.org
	A good source of sound effects and background noises, all available for reuse.	Sounds	www.freesound.org/

Table 5. Media Repositories. Source: <https://smartcopying.edu.au/creative-commons-information-pack-for-teachers-and-students/>

- The “Open Washington - Open Educational Resource Network” is also an OER Resource Repository where any educator can search for open images, slides, textbooks, course materials, video & audio across many repositories. It’s time to find your own language OER!!

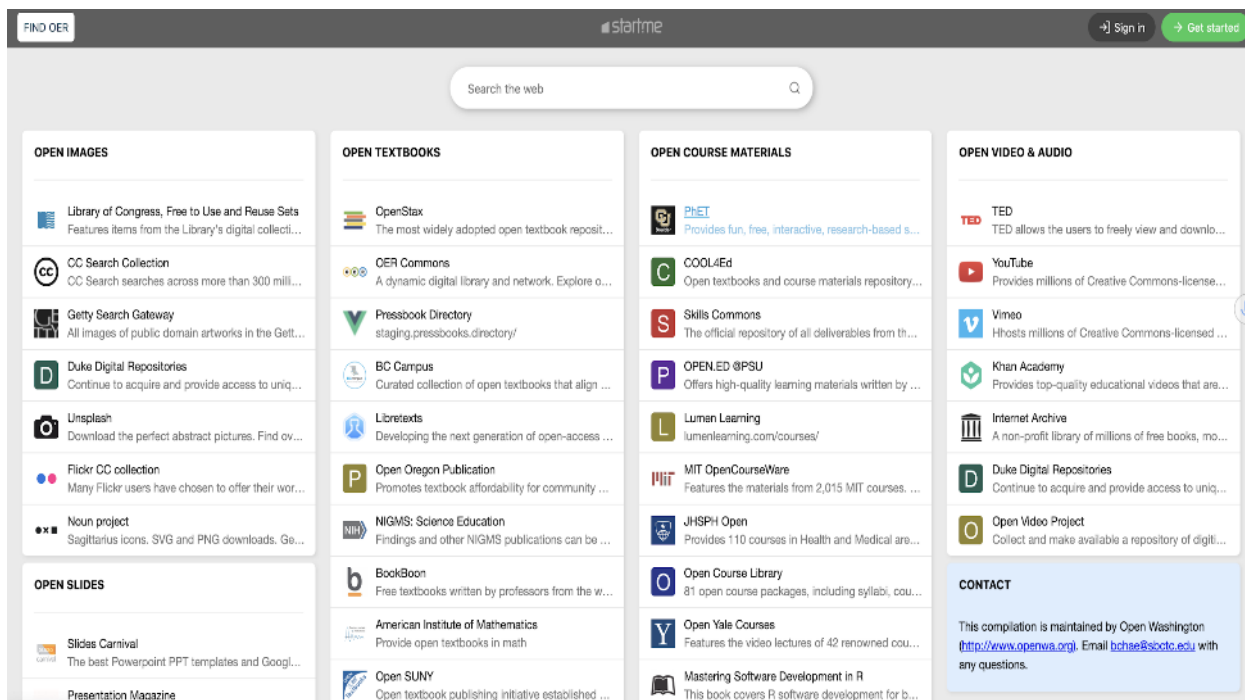


Figure 8. Searching in Open Washington - Open Educational Resource Network (<https://www.openwa.org/find-oer/>)

Useful Tips

- Check this interesting COERLL's webinar on discovering authentic texts for language learning! Many useful tips for searching are presented by language professionals.



COERLL OER Hangout April 2020: Activities for remote language teaching

Figure 9. COERLL OER Hangout April 2020: Activities for remote language teaching, searching authentic texts (<https://www.youtube.com/watch?v=FskqZKM-N7E>)

- Don't forget to also watch [here](#) a few useful tutorials on how to conduct a basic search in four of the largest and well-known OER repositories created and recommended by the Austin Community College (USA). <https://researchguides.austincc.edu/oer/tutorials>



Open Textbook Library

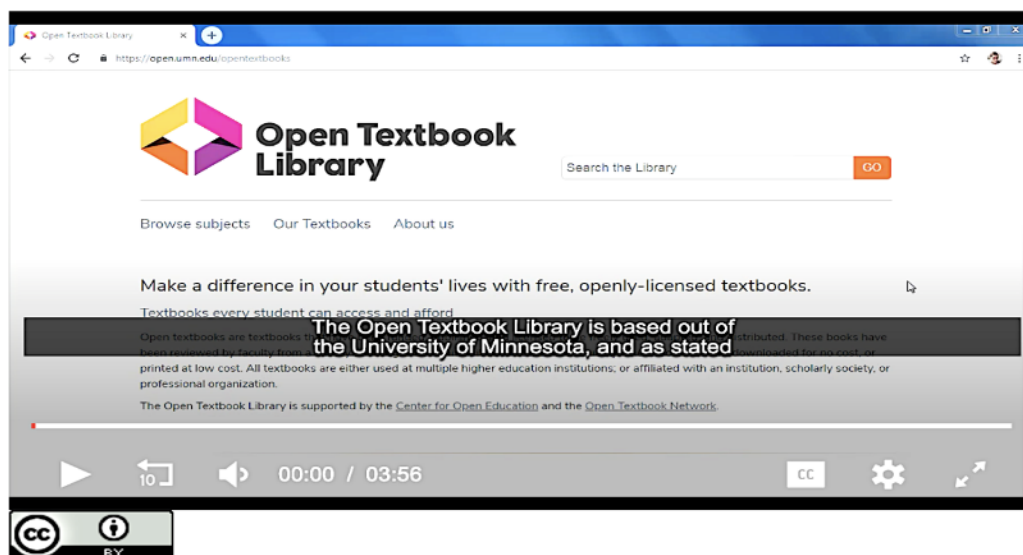


Figure 10. "Basic Search Tutorial: Open Textbook Library" by Jillian Maynard is licensed under a Creative Commons Attribution 4.0 International License. (<https://www.openwa.org/find-oer/>)

Quiz 3: Searching language OERs

Please answer the following questions by selecting only one of the options.
(the correct answers are provided on Appendix I).

Question 1: Which three (3) search tips teachers would consider in their preliminary search for an OER?

Practice exercise 1: Discovering Language OERs

Task: Try a Google search with “language” as the search term, and filter the license to “free to use, share or modify - even commercially”.

Practice exercise 2:

Task: Find an OER to be used in “Learning Greek as a foreign language”. Which steps did you follow?

SECTION 4

**EVALUATING LANGUAGE OER:
THE *OPENLANG* QUALITY
FRAMEWORK AND TOOL**

EVALUATING LANGUAGE OER

Learning Objectives

By the end of this section, you will be able to:

- Understand why it is important to evaluate a Language OER
- Evaluate a Language OER based on specific evaluation criteria
- Select a high quality Language OER for your teaching

Why is it important to evaluate a Language OER?

During the last decades there has been a rapidly growing number of language OERs which are created and published online with the aim to be re-used, re-published and/or reshared by language educators within their communities. But how can we be sure that all these openly accessible language materials are of good, very good or high quality? OERs quality is not guaranteed. That means that it is highly important to reassure their quality control, assurance and evaluation if we want an OER to be re-used by others. Language teachers have interchanging roles: either the role of the OER creators or the role of the OER end users. An OER of good quality is the one that will be possibly used by many or even by thousands of teachers. This is very important because by co-sharing quality language OERs, the teacher who is a language OER creator contributes to a wider language teachers' community which saves time and effort in this way. This OER co-sharing process also promotes language teachers' collaboration and creativity.

How can I evaluate a Language OER?

You can evaluate any OER using useful evaluation tools which are based on specific evaluation criteria. There are plenty of rubrics and evaluation OER tools available as well as a vast research work on OER's evaluation. Though, there are a few "quality assurance" models (i.e., Krajcso, 2016, etc.) proposed to language educators and learners for the selection of language OERs or for using specific language OER databases (i.e., the *COERLL QA Model*, the *ECML QA Model*, the *ORTOLANG QA model*, *MERLOT QA Model*, "*KLASCEMENT QA Model*, etc.). In this section you will explore and test the "*OPENLang OER Evaluation Checklist*" which has been created in order to address the needs of language teachers who wish to control the quality of language OERs that plan to share with a wider or a specific language teachers' community or to use with their students in their teaching practice. The creation of this tool was based on the *OPENLang Quality Framework for Language OERs* (Perifanou & Economides, 2020).

“OPENLang Quality Framework for Language OERs”: Short intro

The *OPENLang Quality Framework for Language OERs* (Perifanou & Economides, 2020) was inspired by several frameworks (i.e., Achieve, 2011; Kawacki, 2014; Economides & Perifanou, 2018; Krajcso, 2016, etc.). Its main components emerged by the process of collecting and grouping more than 200 quality assurance (QA) criteria proposed by almost 30 QA frameworks and models mainly for OERs.

The outcome of this research process was the development of the *OPENLang Quality Framework for Language OERs* (Fig. 12) which consists of 6 different dimensions: 1) *Content*; 2) *Pedagogy*; 3) *Design*; 4) *Usability*; 5) *Openness*; and 6) *Technology*. Each dimension refers to the different criteria that language teachers need to consider in order to evaluate a language OER successfully. Analytic information on this framework can be found at the Research Report: “*OPENLang Quality Framework for Language OERs*” (Perifanou & Economides, 2020), pag. 69-73, [here](#).

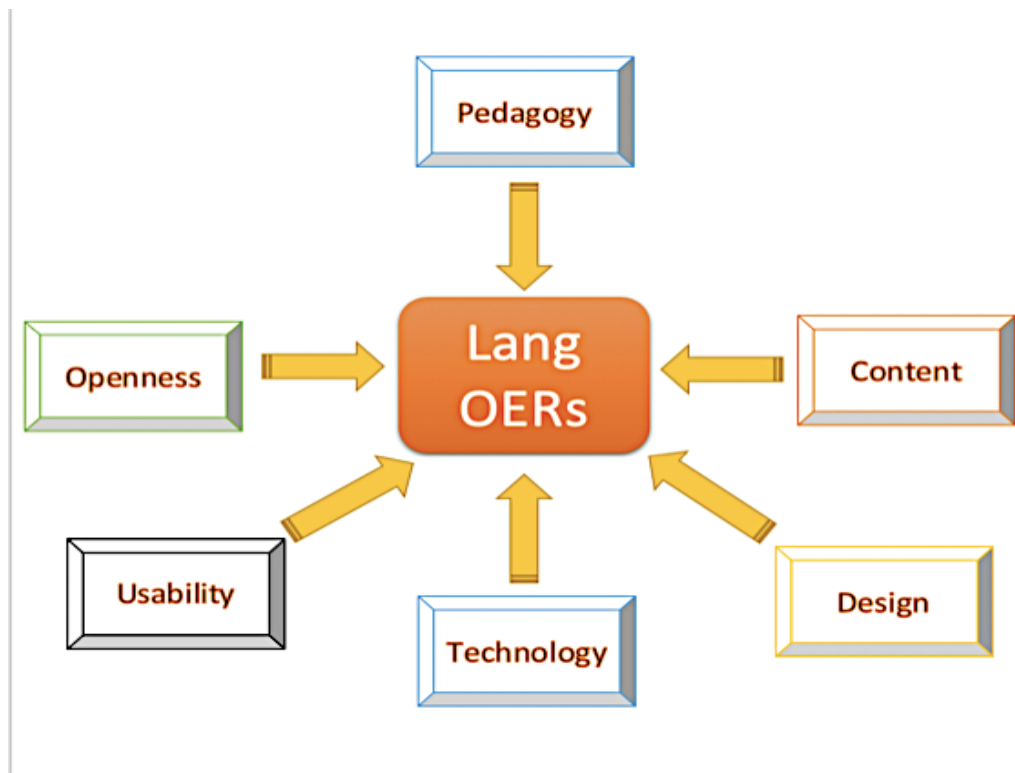


Figure 12. *OPENLang Quality framework for Language OERs* (Perifanou & Economides, 2020)

Based on this framework, it has been created the “*OPENLang OERs Evaluation Tool*” which has the form of a rubric and aims to enable language teachers to evaluate the language OERs that they want to use, create or share with other language teachers in the OPENLang Network community or in other OER databases or communities. Language educators that use this rubric can give a score from 0 (zero) to 3 (three) to each of the evaluation criteria that are grouped in six (6) evaluation dimensions (content, pedagogy, design, usability, openness and technology).

The “*OPENLang OER Evaluation Checklist*” (Table 6) is a complimentary evaluation tool that has the format of a simple checkbox and can be used by language educators, designers, librarians and learners who wish to do a complete & efficient quality control of any language OER they want to use. This evaluation tool can be used also as a guide by those who wish to create their own language OERs.

OPENLang OER Evaluation Checklist

1. CONTENT	SCORE			
<input type="checkbox"/> The Lang OER fits the educational purpose (e.g. target language, students’ proficiency level); <input type="checkbox"/> The Lang OER is credible (Certified, accurate, correct, objective, good reputation of author and organization); <input type="checkbox"/> The Lang OER is current, updated and updatable/reusable; <input type="checkbox"/> The Lang OER is authentic, useful & practical, (Applicable, experiential, pragmatic); <input type="checkbox"/> The Lang OER is interactive; <input type="checkbox"/> The Lang OER is adaptive, varied & flexible; <input type="checkbox"/> The Lang OER is clear/comprehensive/coherent; <input type="checkbox"/> The Lang OER’s quantity is appropriate/sufficient; <input type="checkbox"/> The Lang OER is interlinked with other resources.				
2. PEDAGOGY	SCORE			
<input type="checkbox"/> The Lang OER’s Applied Pedagogy aligns with appropriate Language learning theories, approaches & instructional strategies. (e.g., inquiry-based language learning, problem-based language learning, project-based language learning, authentic & situated language learning, game-based language learning; flexible language learning; learner-centered language learning; autonomous & self-regulated language learning; personalized & adaptive language learning; collaborative language learning); <input type="checkbox"/> The Lang OER helps the language learner to practice one or most of the basic language skills (i.e., speaking, writing, reading and listening) and/or to understand the use of the language (grammar and vocabulary);				

<ul style="list-style-type: none"> <input type="checkbox"/> The Lang OER supports one or more different types of interaction (autonomous, peer-to-peer, group, group/peer-to-peer to class, group/peer-to-peer to outsiders); <input type="checkbox"/> The Lang OER proposes one or more types of assessment (peer review, self- assessment, teacher- assessment); <input type="checkbox"/> The Lang OER offers information about the mode of learning (i.e., blended, fully online, face-to-face). 	<table border="1" style="width: 100%; height: 100%; border-collapse: collapse;"> <tr><td style="width: 25%;"></td><td style="width: 25%;"></td><td style="width: 25%;"></td><td style="width: 25%;"></td></tr> <tr><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td></tr> </table>																																												
3. DESIGN	SCORE																																												
<ul style="list-style-type: none"> <input type="checkbox"/> The Lang OER's design has nice aesthetics; <input type="checkbox"/> The Lang OER's design has appropriate & consistent format; <input type="checkbox"/> The Lang OER 's design uses the appropriate Multimedia (i.e., video & audio of high quality), Augmented, Virtual, Immersive &/or Mixed Reality. 	<table border="1" style="width: 100%; height: 100%; border-collapse: collapse;"> <tr><td style="width: 25%;"></td><td style="width: 25%;"></td><td style="width: 25%;"></td><td style="width: 25%;"></td></tr> <tr><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td></tr> </table>																																												
4. USABILITY	SCORE																																												
<ul style="list-style-type: none"> <input type="checkbox"/> The Lang OER is easy to access/accessible; <input type="checkbox"/> The Lang OER is easy to save, download, and install; <input type="checkbox"/> The Lang OER is easy to use it; <input type="checkbox"/> The Lang OER is easy to extend it; <input type="checkbox"/> The Lang OER is easy to interact with it; <input type="checkbox"/> The Lang OER is easy to navigate (i.e., predictability, interface help features) <input type="checkbox"/> The Lang OER is inclusive and non-discriminating. 	<table border="1" style="width: 100%; height: 100%; border-collapse: collapse;"> <tr><td style="width: 25%;"></td><td style="width: 25%;"></td><td style="width: 25%;"></td><td style="width: 25%;"></td></tr> <tr><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td></tr> </table>																																												
5. OPENNESS	SCORE																																												
<ul style="list-style-type: none"> <input type="checkbox"/> The Lang OER is open to find (Seek, locate, discover); <input type="checkbox"/> The Lang OER is open to access (view, watch, read, listen, hear); <input type="checkbox"/> The Lang OER is open to store (Save, retain, download, copy, duplicate, print); <input type="checkbox"/> The Lang OER is open to use (Control, manage, select); <input type="checkbox"/> The Lang OER is open to create (Design, develop, produce, construct, modify, alter, change, adapt, revise, translate, mix, integrate, combine); <input type="checkbox"/> The Lang OER is open to Interact (Communicate); <input type="checkbox"/> The Lang OER is open to Collaborate (Cooperate, Co-Create); <input type="checkbox"/> The Lang OER is open to Evaluate (Assess, review, critique, rank); <input type="checkbox"/> The Lang OER is open to Share (Distribute, teach, publish, display, show) <input type="checkbox"/> The Lang OER is open to abandon (free to quit, drop out, leave, depart) without any penalties, charges, fines, obligations, punishments etc.; <input type="checkbox"/> The Lang OER is at open at cost restrictions (allows anyone to participate at no cost); 	<table border="1" style="width: 100%; height: 100%; border-collapse: collapse;"> <tr><td style="width: 25%;"></td><td style="width: 25%;"></td><td style="width: 25%;"></td><td style="width: 25%;"></td></tr> <tr><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td></tr> </table>																																												

technical factors. The UMGC OER Quality Guide Q&A offers additional information on this guide.

[Affordable Learning Georgia OER Accessibility Evaluation Rubric](#): The *Affordable Learning Georgia* has developed a six-component checklist for evaluating OER. The rubric has a google form format and it is split into three sections: 1) Open Access, 2) Digital Access, and 3) Pedagogical Access.

[BCcampus Open Education Accessibility Toolkit Checklist](#): This is an accessibility checklist which was developed by the British Columbia -BC campus which is part of the BC Open Education's Accessibility Toolkit - 2nd Edition.

[ISKME Accessibility Checklist](#) This is a Checklist of best practices for creating accessible resources which is adapted from BC Open Textbook Accessibility Toolkit, CC-BY 4.0 International License.

Useful Tips

- Before you create or search for an OER and then evaluate an OER ask yourself, what you want to do with this OER. This is important for the evaluation process.
- How do you begin? Check the OER's licensing status first. If the item appears to be openly licensed (or its status is unclear), evaluate the resource against the proposed criteria. If the license is very restricted the resource is not really an OER.
- It's good to remember that each ROER or directory of OER provides a different platform, services and tools and that means that you need to dedicate some time to explore them before you start searching for OERs.
- Keep in mind that by sharing language OERs of good quality you are contributing actively in the open education movement.
- Don't forget to disseminate exemplary cases of quality language OERs, ROERs and directory of OERs or useful quality assessment OER tools.

Quiz 4: Evaluating Language OERs

Please complete the following exercises (solutions on Appendix I).

Exercise 1: Knowledge checking (Multiple Choice questions)

Question 1: Why is it highly important to evaluate a Language OER? (More than one answers are correct)

- a. You help language OER communities to grow
- b. Language OERs will be able to be re-used, re-published and/or reshared by language educators within their communities
- c. You contribute to the OPEN Access Movement
- d. You make sure that you use a good language OER

Question 2: Which are the main dimensions of the “OPENLang OER Evaluation Checklist”? (Only one answer is correct)

- a. Usability, technology, openness & pedagogy
- b. Design, usability, technology & openness
- c. Content, pedagogy, design, usability, openness and technology
- d. Pedagogy, design, usability, openness and technology

Question 3: What is the first thing that you need to consider before starting the evaluation of a language OER? (One answer is correct)

- a. Check the OER license and make sure that it is a language OER
- b. Define what you want to do with this OER
- c. Find the appropriate OER evaluation tool
- d. Reflect on the reasons of the OER’s evaluation

Question 4: How can you evaluate a Language OER? (more than one answers are correct)

- a. Using an OER evaluation tool
- b. Using an OER evaluation framework

- c. Using an OER evaluation rubric or checklist
- d. Using the OPENLang evaluation checklist

Practice exercise 1: Find a language OER using a Repository & then evaluate it!

- Visit the “OER Commons” advanced research page:
<https://www.oercommons.org/advanced-search>
- Enter keywords & use the research filters offered by this OER public digital library in order to search and find a language OER of your preference.
- Evaluate the OER you have selected using the “*OPENLang OER Evaluation Checklist*”.
- Did you find a language OER of a good quality?

Practice exercise 2: Find a language OER using the OPENLang Network ROER, evaluate it & share your experience at the OPENLang Network discussion area!

- Visit the “OPENLang Network Platform <https://openlang-network.kmi.open.ac.uk/>
- Click on the “Recommended OERs” page or then use the “Search” box to explore and find a language OER of your preference. You may use the research filters offered by *the OPENLang Network* platform.
- Once you find the language OER of your choice, you are invited to evaluate it using the “OPENLang OER Evaluation Checklist”.
- Have you easily found a language OER of a good quality? Was this process easy or complicated for you?
- Share your language OER and your experience of the whole process at the *OPENLang Network* discussion area! It’s time to start your own discussion thread!

USING, CREATING AND SHARING LANGUAGE OERS

USING, CREATING AND SHARING LANGUAGE OERs

Learning Objectives


By the end of this section, you will be able to:

- Briefly describe 2 ways of how a teacher can use an OER in the classroom
- Identify the 5 main steps of the OER creation process
- List 3 key considerations to keep in mind before adopting an OER
- Create your teaching materials and share them as an OER
- Make your OER available to a broader audience

Transforming your classroom or course to include an OER can be a simple process that could enrich your teaching style. This chapter presents some key considerations and outlines some tips to help you create, share or adopt an OER.

Using your OER for language learning

Once you have found a useful OER on the internet, you can start using it as it is, or you can modify it. In order to do so, ensure you have stated all the needs and the goals predetermined (Shank, 2014). Some tips on how you can use OER in your classroom include:



Open is ...
space to create

- Find the most **appropriate** OER for your lessons.
- **Integrate** an OER into the whole learning setting.
- Use an OER in a **collaborative** way.
- Allow room for collaborative activities within the curriculum.
- Create **novel forms of learning** within the OERs and provide learning experiences that stimulate personal development and success.
- Consider giving a **study guide** to your students on how to integrate the specific OER into the classroom.
- Use a **learner-centered approach**.
- The OER material that you use should be **aligned to students' needs**, and respond to the challenges they face and/or will face.

TIPS Framework version 2.0. includes the following criteria for teachers on how to use OER (Fig.13) (Kawachi, 2014, p. 6-8).

Using OERs

- Consider providing an instruction guide for your OER
- Use a learner-centered approach
- Use the latest effectively-proven pedagogy approaches
- Clearly state the needs and goals your OER aims to attend
- Align it according to the culture of your specific audience
- Support learner autonomy, independence, and self-reliance
- Don't use difficult or complex language
- Include learning activities which recycle new information,
- Say why any task-work is needed
- Monitor the completion rate, student satisfaction
- Include a variety of self-assessments
- Receive feedback and suggestions from students and colleagues
- Try to offer learning support.

Figure 13. Criteria for teachers on how to use OER (Based on Kawachi, 2014, p. 6-8).

Creating an OER for language learning: Basic steps

It's useful to follow specific steps for creating a language OER. Have a look at the questions of the checklist below in order to reflect on the actions that you need to take:

- Type of Open Materials: What kind of digital language material are you planning to create? (Website/ a textbook/a module/ a lesson plan/ an (interactive) activity/ a video/ an audio/ a ppt presentation/ a game etc.).
- Learning Objectives: Which are your overall and specific learning objectives? (Linguistic, soft skills etc.)
- Target group: For whom do you create this material?
- Tools for Authoring Open Materials: Which tools will you use to create your language digital content? (*Wordpress, GoogleDocs, Wikieducator, Quizlet, OER Commons Lesson Builder, MERLOT Content Builder, etc.*)
- CC Licenses: Which *CC license* are you planning to use?
- Reference/Attribution (final attribution): Have you created your OER's reference using an open attribution builder or using the *TASL* model?

- OER repository/platform: Have you decided in which OER repository will you share your open licensed language content?

Useful Tips on how to create an OER:

- Before starting to create your own material, **search and find OERs** (e.g., MOOC, open repositories and websites, and other open material that are appropriate to your teaching and learning).
- **Remixing** your own material with existing OERs (e.g., take two OER materials and merge them into a new OER).
- Clearly **state the reason and purpose** of the OER, and why it is relevant for other language teachers or trainers - all your content should be actual and connected with said purpose.
- Don't use difficult or complex language.
- Try to use authentic content.
- Try to keep your OER both compact in **size**, and as a complete unit for studying by itself.
- Ensure your OER is **easy to access**.
- Enrich your content by linking it with other resources.
- Aim for **clarity, conciseness, and coherence** of your material.
- Deliver your OERs in **open formats** to promote further reuse and remix.
- Leverage open-source software which is easy to use and cross-platform.
- Be sure that your OER is **free from copyright** protected content.
- Improve your OER by enabling other teachers to give you **feedback** and suggestions.
- Develop your OER within an online environment. Some sites offer automated processes for **licencing** and deploying the resource to the database.
- Decide on the **OER formats** you intend to create: 1) Audio: FLAC, Ogg, Vorbis, MP3; 2) Images: GIF, OpenJPEG, PNG, SVG, WebP; 3) Presentation: ODP; 4) Text: CSV, ePUB, HTML, PDF, SXW, TXT, XHTML, XML.; 5) Video: MPEG-4, WebM, Ogg Theora.

The figure (Fig.14) below presents the key aspects teachers should consider before starting the process of creating an OER.

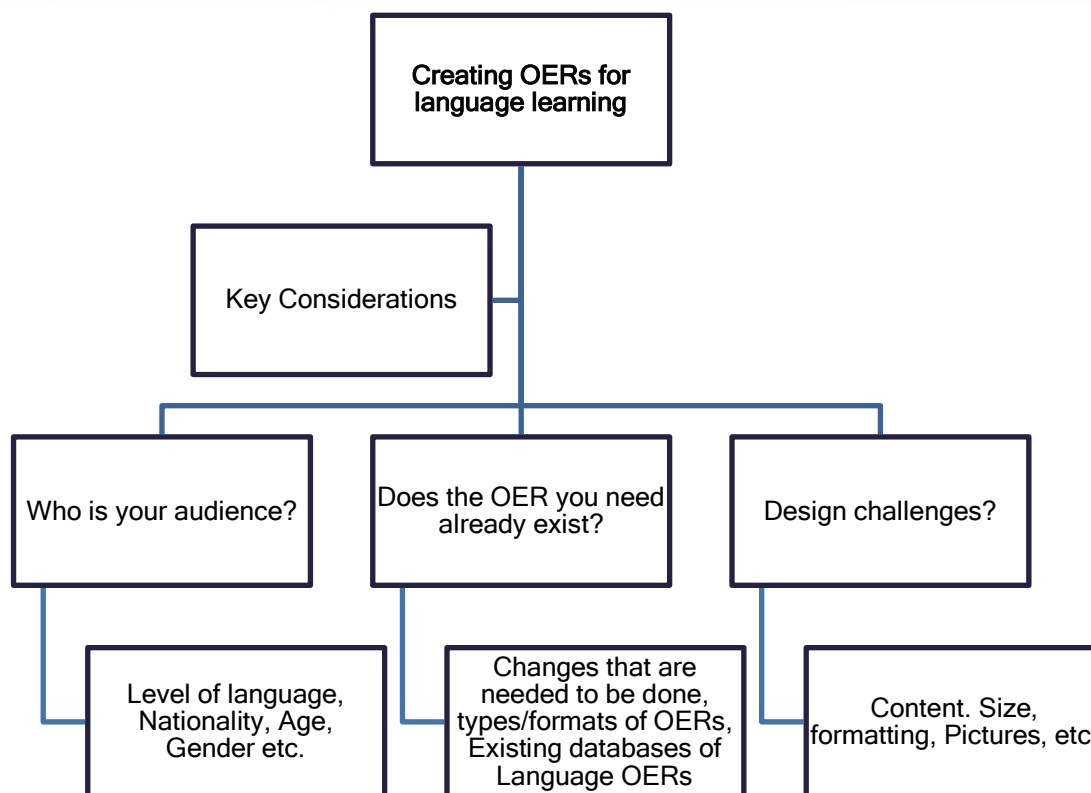




Figure 14. Key aspects teachers should consider when creating an OER

There are many options when it comes to software that supports the development and publishing of OERs. As regards to the creation of language OERs, the [“European Centre of Modern Languages Centre -ECML Inventory Tools platform”](#) is the ideal repository of freely available online tools and open educational resources for language teaching and learning which is developed by the ICT-REV project! The inventory which is offered in three (3) languages (EN, FR, GE) contains more than 200 tools that have been evaluated with specific criteria in mind and is periodically updated. Using a specific set of filters (fig. 15) you can explore and find a rich variety of tools but you can also rate the resource, add your comment or recommend your tool or even add your Open Educational Practice! What is also interesting is that this service provides you with all the necessary info needed for each tool that you certainly need as a language teacher before starting using the tool for the creation of language OERs. Below (Table 7) you can find few selected examples:

Figure 15. ECML Inventory of `Tools

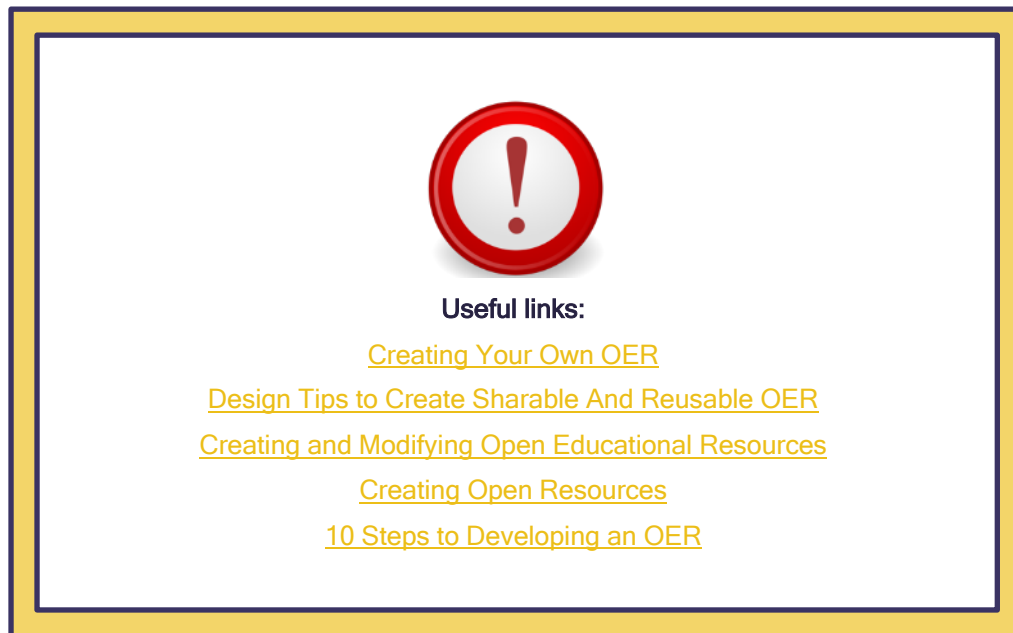
Software /Link	Description/ Review
<p data-bbox="347 1352 451 1381">Kahoot</p>  <p data-bbox="285 1566 513 1591">Create learning games</p> <p data-bbox="282 1667 519 1692">https://kahoot.com/</p>	<p data-bbox="659 1339 1377 1407">https://www.ecml.at/Resources/InventoryofICTtools/tabid/1906/InventoryID/97/language/en-GB/Default.aspx</p> <p data-bbox="659 1470 1383 1709"><i>Kahoot is</i> a tool that allows language teachers with an interest in gamification to design and use learning games in their classroom. There are 4 different formats available: quiz, discussion, survey or jumble. Language teachers can create and share the links to an OER repository adding also the license of their preference.</p>
	<p data-bbox="659 1818 1377 1885">https://www.ecml.at/Resources/InventoryofICTtools/tabid/1906/InventoryID/4/language/en-GB/Default.aspx</p>

<p>https://www.audacityteam.org/</p>	<p><i>Audacity</i> is a tool for recording and editing sound files. Requires downloading, for use. It is completely free and it was developed by a group of volunteers as open source.</p>
<p>PBWORKS</p> <p>http://pbworks.com/</p>	<p>https://www.ecml.at/Resources/InventoryofICTtools/tabid/1906/InventoryID/39/language/en-GB/Default.aspx</p> <p><i>PBworks</i> is a wiki-based tool that helps you create web pages, share files, manage projects and collaborate with other users. Accessible from any PC. Teachers generally use it for collaborative writing and classroom management. A free, basic account allows up to 100 students. A collaborative tool that language teachers can have students use, to work on projects. Any project can be uploaded to any OER repository and teachers can also add the license of their preference.</p>
 <p>https://www.toonytool.com/</p>	<p>https://www.ecml.at/Resources/InventoryofICTtools/tabid/1906/InventoryID/177/language/en-GB/Default.aspx</p> <p><i>Toony Tool</i> is an online cartoon, comic and meme creator. Users can design their cartoons, comics and memes using the images, characters and props provided on the website, or they can use their own images. Once finished, they then have the option to share it online or download and print it out. The interface is very simple and easy to use.</p> <p>Evaluation: This is a great resource for making cartoons, comics and memes. It's best suited for younger students</p>
	<p>https://www.ecml.at/Resources/InventoryofICTtools/tabid/1906/InventoryID/89/language/en-GB/Default.aspx</p> <p><i>Padlet</i> is an online collaborative platform that allows users to share files, pictures, videos and audio on a dashboard. A great tool for teachers to create their own dashboard where they can share relevant content with</p>

	<p>to any OER repository and teachers can also add the license of their preference.</p>
 <p>https://www.powtoon.com/home/?</p>	<p><i>PowToon</i> is a tool for creating short animated video presentations. Interface is easy to use and there are a variety of tutorials to help you create your own <i>PowToons</i>. There are a variety of different templates to choose from, depending on the content of your presentation. These include cartoons and infographics. Good resource for classroom presentations. The design is inviting and would make the process of creating presentations more interesting for students. It would also be a good resource for teachers to present information to their students. The content can be shared to any OER repository.</p>
<p>Screencast-o-Matic</p>  <p>https://screencast-o-matic.com</p>	<p>https://www.ecml.at/Resources/InventoryofICTtools/tabid/1906/InventoryID/152/language/en-GB/Default.aspx</p> <p><i>Screencast-O-Matic</i> is a tool that allows teachers to create videos, edit them and share. With Screencast-o-Matic you can make short videos by recording your screen while commenting on your actions. The videos can then be used for tutorials and presentations, or even commentary to students about their written work. Additionally, language teachers may use their web camera, add text, images, symbols, and drawings.</p> <p>The website has a number of tutorials which help users to understand the process of screen recording. As part of formal teaching and learning, Screencast-o-Matic can be used by teachers to record the lecture and by students for video assignments.</p>

Table 7. Examples of software ideal for the creation of language OERs as recommended by the ECML.

Other tools that language teachers can use to create their own digital materials are the OER author tools offered by specific repositories such as the “*OER commons OpenAuthor*”, the OER development tool by *MERLOT* or on specific websites as it is analysed below by Butcher (2015).



According to Butcher (2015), someone could find and share OERs in the following places (Fig.16):

- **Institutional repositories:** Many organizations (namely universities) create their own collections and make them available online as OER or *OpenCourseWare* (OCW).
- **Open repositories:** While encouraging contributions from multiple locations, OER creators are asked to register in the database, as well as to provide information that will allow the resource to be cataloged and tagged, so that it can be found more easily. A review team will assess the material’s quality prior to adding it to the collection (e.g., MERLOT and OPENLang Network repositories).
- **Building online:** Some websites allow OER development in their platforms, providing also automated aids for *Creative Commons* licensing and adding the resource to the database. *Connexions 2*, for instance, fosters the cooperation between teams on their site. *WikiEducator 1* also encourages educators to create teaching materials collaboratively online.
- **Social networks:** There are many “Creative Commons’ platforms” (Fig. 17). For example, *Flickr* enables users to publish photographic materials with *Creative Commons* licenses, whereas *YouTube* does the same, for digital videos. Sharing your OER via *Twitter* and *Facebook* will instantly expand the reach and visibility of your materials to potential users.

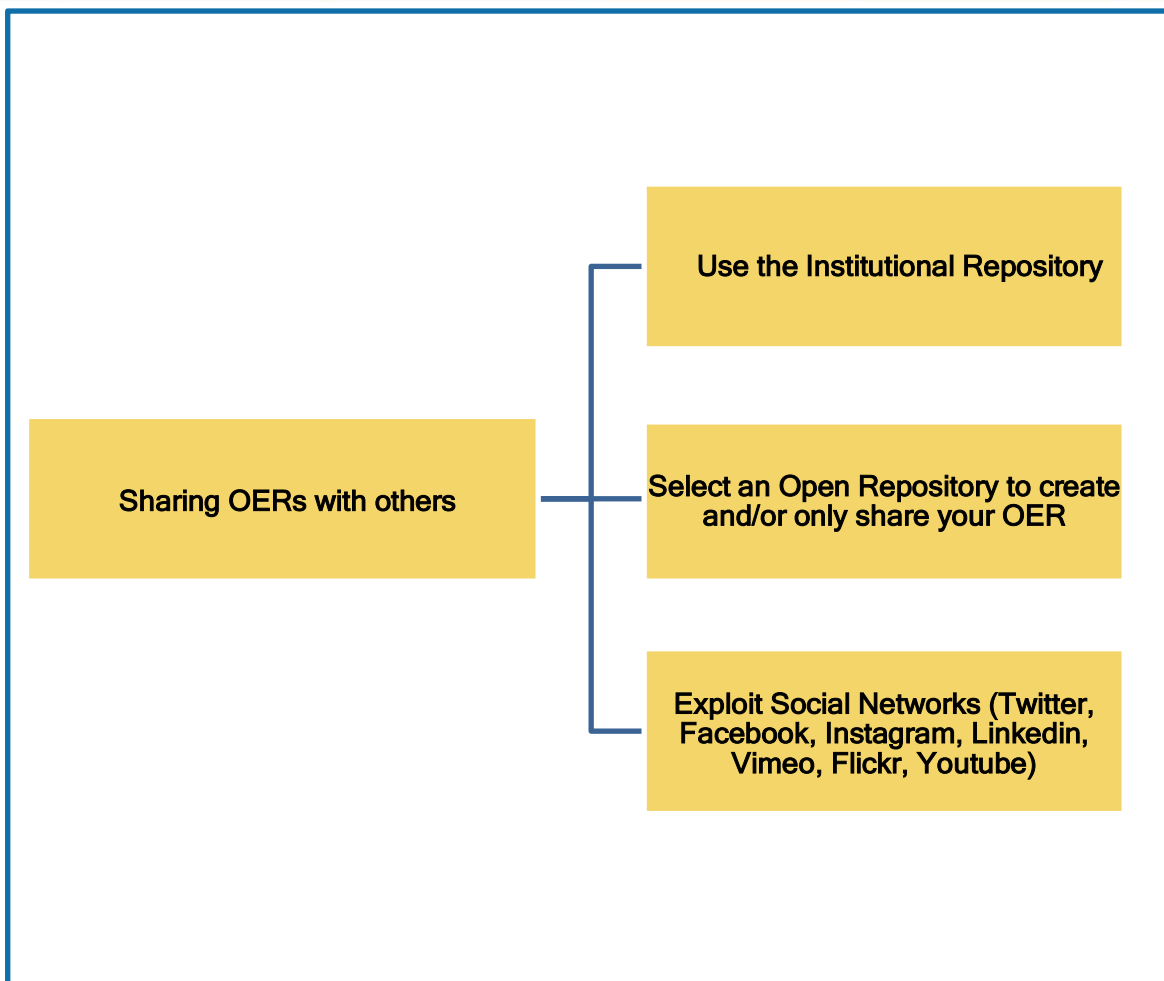


Figure 16. How to share OERs with others. Representation inspired by Butcher (2015).

Share your work on a Creative Commons platform

We work with platforms like Wikipedia, Flickr, and Vimeo to provide their users with the option of licensing works with CC licenses. Through these platforms, over 1.4 billion works have been shared and counting!

flickr bandcamp WIKIPEDIA YouTube Sketchfab
 INTERNET ARCHIVE vimeo WIKIMEDIA COMMONS FMA SKILLS COMMONS
 europeana Tribe of Noise jamendo MITOPENCOURSEWARE PLOS

Figure 17. Share OERs with others using a Creative Commons platform.

Concluding, the basic five (5) steps that a language teacher should follow if he/she wants to remix language OERs with his/her own resources, and then share them, are:

- Use *Creative Commons* to find openly licensed content to remix with your materials.
- Choose the right License that allows derivatives.
- Assign a license to your new language OER.
- Share your language OER on the right platform and disseminate it to your language teachers' professional communities.
- Don't forget to demonstrate best practices in the attribution of authorship, for both the authors of the OER and for your own creations respecting the CC licenses.



Further Information

- [Creating OER & Combining Licenses](#)
- [Metadata - optimising your OER for search engines](#)
- [Best practices for attribution](#)
- [How to create and share open educational resources](#)
- [How can I share my OER with others?](#)
- [Using Open Educational Resources in technology assisted learning for Higher Education institutions](#)

Quiz 5: Using, creating & sharing OER

Complete the following exercises. In multiple choices questions only one option is correct (solutions on Appendix I).

Exercise 1: List 5 key considerations of the OER creation process

Exercise 2: Considering the creation of an OER, one of the following advices is not appropriate

- A. Use authentic content
- B. Aim for clarity and conciseness
- C. Don't mention the purpose of the OER
- D. Don't use difficult language

Exercise 3: List 4 criteria teachers should consider when using OER according to the TIPS Framework proposed by Kawachi (2014)

Practice exercise 1: Working with a language OER

Task 1: Use one existing material that is useful for your language teaching and try to design an OER using one of the tools suggested by the ECML tools.

Task 2: Upload your OER on a creative commons platform and then share it with other colleagues via your professional Social Networks.

Task 3: Which features were easy to use, what challenges did you face?

Practice exercise 2: Working with an OER

Task 1: Use one existing material that is useful for your lectures and try to design an OER using Canva (<https://www.canva.com/>).

Task 2: Upload your OER on a creative commons platform and then share it with other colleagues via your professional Social Networks.

Task 3: Which features were easy to use, what challenges did you face?

SECTION 6

COPYRIGHT AND OPEN LICENSING

COPYRIGHT AND OPEN LICENSING



Learning Objectives

By the end of this section, you will be able to:

- Explain what copyright and open licenses are
- Describe the four different Creative Commons License components
- License successfully your work
- Reuse CC-licensed materials attributing them correctly in order to create your own language OER
- Use CC Attribution Builder

Copyright is a type of intellectual property which protects the expression of an idea (Stim, 2013) in the form of creative work (literary, artistic, educational, or musical), giving its owner the exclusive right of reproduction, for limited time and/or number (Oxford dictionary).

Open licensing is a significant constituent of an OER. It is crucial for those teachers who want to create, share or use OERs to understand how open licenses work. All OERs must be available under some type of open license and permissions, the most widely used of which being Creative Commons (CC) licenses, that enable reuse, adaptation, and republishing the materials by others. There are other open licenses for open educational material such as GNU Free Documentation License (Free Software Foundation, 2008) and Free Art License (Copyleft Attitude, 2007). However, this chapter gives an outline of the Creative Commons (CC) as this is the most widely used licensing system.

Creative Commons licenses

Creative Commons (CC) is the most well-known licensing system with regards to using and sharing OERs. In fact, “Creative Commons (CC) has established a flexible copyright implementing model, the ‘some rights reserved’ model which values innovation and protection equally. CC licenses change the traditional mandatory rights assertion into a voluntary, optional rights approach” (Wang, 2008). Creative Commons provides a series of licenses under certain permissions to use such materials. With this license it is easy and simple to use other people's resources. Also, Creative Commons licenses enable you to define the terms under which your material can be reused. These licenses act as concrete regulation for all users.

All Creative Commons licenses are constructed from a combination of four specific “rights” or conditions that can be reserved by the creator or author of the resource. These include the following: Attribution (BY), ShareAlike (SA), NonCommercial (NC), NoDerivatives (ND) as they are presented in the table (Fig. 18, 19) below:





The types of Creative Commons licences		
Condition	Symbol	Explanation
Attribution		All CC licences require that others who use your work in any way must attribute it – i.e., must reference the work, giving you credit for it – the way you request, but not in a way that suggests you endorse them or their use of the work. If they want to use your work without giving you credit or for endorsement purposes, they must get your permission first.
NonCommercial		You let others copy, distribute, display, perform, modify (unless you have chosen NoDerivatives) and use your work for any purpose other than commercially. If they want to use your work commercially, they must get your permission first.
NoDerivatives		You let others copy, distribute, display and perform only original copies of your work. If they want to modify your work, they must get your permission first.
ShareAlike		You let others copy, distribute, display, perform and modify your work, as long as they distribute any modified work on the same terms. If they want to distribute modified works under other terms, they must get your permission first.

Figure 18. Types of Creative Commons Licenses (Butcher, 2015)

[https://www.oerknowledgecloud.org/archive/2015 Butcher Moore Understanding-OER.pdf](https://www.oerknowledgecloud.org/archive/2015%20Butcher%20Moore%20Understanding-OER.pdf)





 Attribution (BY)	<p>The original creator of the work must be credited whenever a part of their work is reused or adapted. Attribution entails a link to the original work, information about the author, and specifying the original work's license.</p>
 ShareAlike (SA)	<p>Reproduction of the original work is allowed only under the same license terms.</p>
 NonCommercial (NC)	<p>The content cannot be used for profitable purposes in that iterations of the original work can be bought in print and given away or sold at cost.</p>
 NoDerivatives (ND)	<p>The work cannot be altered or "remixed." without explicit permission from the creator, limiting its redistribution to identical copies.</p>

Figure 19. Types of Creative Commons Licenses (Butcher, 2015)

The most popular combinations of *Creative Commons* rights or conditions make up six licenses as it is described in the following table (Fig, 20):

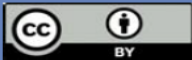
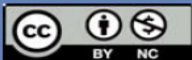
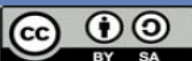
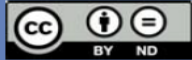
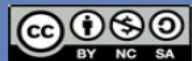
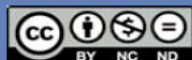
Licence	Symbols	Type of use	You can
Attribution (BY)		Commercial and non-commercial	<ul style="list-style-type: none"> • Copy; • Adapt or modify; • Redistribute (publish, display, publicly perform or communicate the work); and • License to others.
Attribution-Noncommercial (BY-NC)		Non-commercial only	<ul style="list-style-type: none"> • Copy; • Adapt or modify; • Redistribute (publish, display, publicly perform or communicate the work); and • License to others.
Attribution-Share Alike (BY-SA)		Commercial and non-commercial	<ul style="list-style-type: none"> • Copy; • Adapt or modify; • Redistribute (publish, display, publicly perform or communicate the work); and • License to others on the same terms as the original work.
Attribution-No Derivative Works (BY-ND)		Commercial and non-commercial	<ul style="list-style-type: none"> • Copy; • Redistribute (publish, display, publicly perform or communicate the work) verbatim copies; and • License to others
Attribution-Noncommercial-Share Alike (BY-NC-SA)		Non-commercial only	<ul style="list-style-type: none"> • Copy; • Adapt or modify; • Redistribute (publish, display, publicly perform or communicate the work); and • License to others on the same terms as the original work.
Attribution-Noncommercial-No Derivative Works (BY-NC-ND)		Non-commercial only	<ul style="list-style-type: none"> • Copy; • Redistribute (publish, display, publicly perform or communicate the work) verbatim copies; and • License to others

Figure 20. Types of Creative Commons Licenses (Butcher, 2015)
("Creative Commons", by National Copyright Unit, n.d.)

Choosing a license

There are several ways to choose a license for the educational material that you have created or you have found and you wish to attribute its owner. In fact, there is no standard for attributing open (Creative Commons) licensed content that you use but according to the CC website, the best practice for crediting CC material is through TASL [Best practices for attribution - Creative Commons. March 11, 2021. Available from:

[https://wiki.creativecommons.org/wiki/best_practices_for_attribution]:

T: Title

A: Author

S: Source

L: License (including the name of the license and a link to the license)

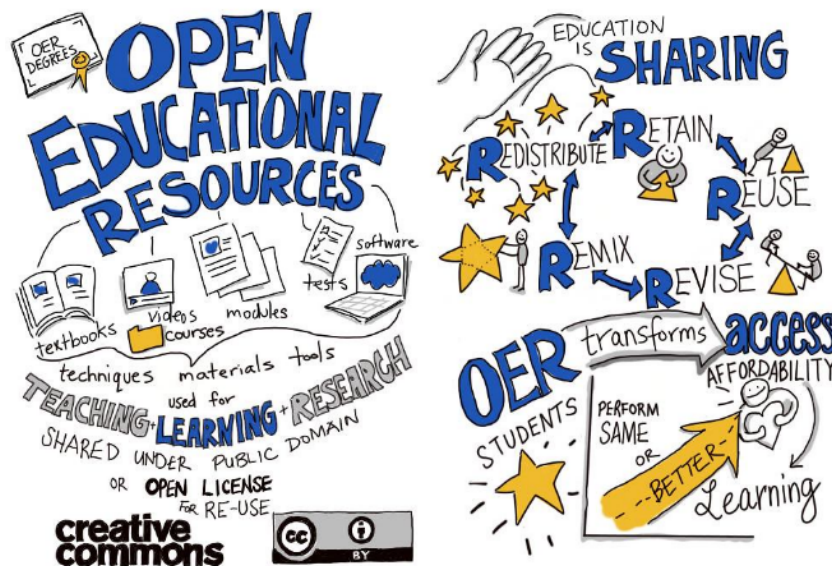


Figure 21. OER is sharing" by giulia.forsythe is marked with CC0 1.0

One ideal tool for this purpose is the “Open Attribution Builder” (<http://www.openwa.org/open-attrib-builder/>) developed and offered by Open Washington. More concretely, the “*Open Attribution Builder*” (Fig. 22) is an online tool that help users of CC material to properly credit its owner(s): by filling the form with the work’s details (Title, URL for CC work, Author and website, Organization, and CC license type) the application generates attribution information which can be copied and pasted into other work containing the CC material.

Figure 22. Open Attribution Builder

Another way to get the attribution license for your digital content is to use the *Creative Commons* license chooser tool. Visit the [Creative Commons.org](https://creativecommons.org/) website (Fig.23) and use the “*License Chooser Tool*”. It will automatically generate the CC license icon and the notice based on your needs. A similar tool is the “*Wikimedia Attribution Generator*” (<https://lizenzhinweisgenerator.de/?lang=en>).

Figure 23. Creative commons's license chooser tool.

Furthermore, the online “Choose a License tool” (<https://choosealicense.com/>) can help teachers to choose the appropriate license for their work. The tool generates a license based on the permissions you would like to give to the users and the ones you want to keep. Authors, for instance, can use the CC BY NC license allowing other people to adapt the material, but not be able to sell it. Before choosing a license, authors/creators should have in mind that an OER must be able to exercise all the 5 Rs of open content (see the table below). It is important to note that not all of the licenses meet this criterion. For example, the CC BY ND and CC BY NC ND licenses don't give permission to others to revise or remix the material (Fig. 24, 25).

Wiley's 5Rs and Creative Commons Licensing

	Retain	Reuse	Revise	Remix	Redistribute	
	Make and own a copy	Use in a wide range of ways	Adapt, modify, and improve	Combine two or more	Share with others	
Public Domain	✓	✓	✓	✓	✓	
CC-BY	✓	✓	✓	✓	✓	
CC-BY-SA	✓	✓	same license	same license	✓	
CC-BY-NC	✓	✓	✓	✓	non-commercial	
CC-BY-NC-SA	✓	✓	same license	same license	non-commercial	
CC-BY-ND	✓	✓	personal use only	personal use only	✓	
CC-BY-NC-ND	✓	✓	personal use only	personal use only	non-commercial	

Figure 24. “Wiley's 5Rs and Creative Commons Licensing” is by Krysta McNutt, CC-BY 4.0.

Therefore, the Creative Commons licenses available are the following:

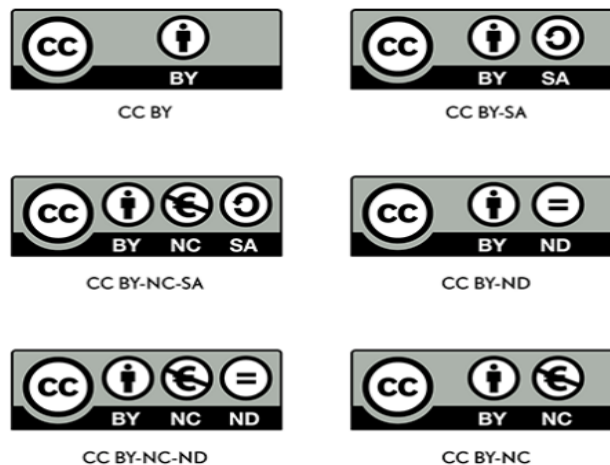


Figure 25. “Wiley's 5Rs and Creative Commons Licensing” is by Krysta McNutt, CC-BY 4.0.

The attribution is placed in the work as follows:

- For text CC work (e.g., books, worksheets, PowerPoint slides, etc.), the attribution is placed before or after the CC work, or as a footnote at the bottom of the page where it is featured.
- For videos CC work, the attribution is placed when the CC work is played on screen.
- For audio recording CC work, the author's name is recorded along with the work and the full attribution is placed in text accompanying the CC work where it is being stored (e.g., website, platform, etc.).

Useful Tip!

- In order to properly attribute all the CC materials that you use, it is useful to keep track of it the moment that you use it, as it is quite difficult and time consuming to find the attribution data later. A good way to record all your CC materials is to use a table like the one below (Table. 8).

Author/s	Title	Source (eg. website)	License

Table 8. Table to record CC Material (National Copyright Unit)

<https://smartcopying.edu.au/how-to-attribute-creative-commons-licensed-materials/>

- Don't forget to check also the "Creative Commons Information Pack for Teachers and Students" which is constantly updated by NCU and very useful !The pack explains what CC is, how to find CC material and the best way to attribute CC material.

Let's practice!

- If you have time, check this practice exercise: Reuse, revise, remix and redistribute Creative Commons resources plus reflection by *wikieducator 1*.
- Do you want to test your knowledge about open Licensing?

Let's play!!!



<https://create.kahoot.it/share/open-licensing/66c6ce0c-4ba5-4afb-8708-53ead4debbc7>

Quiz 6: Copyright and open licensing

Please answer the following questions! In multiple choices questions only one option is correct (solutions on Appendix I).

Question 1: Creative Commons (CC) is the only one licensing system with regards to using and sharing OERs.

- A. True
- B. False

Question 2: How many Creative Commons licenses are available?

- A. 3
- B. 4
- C. 5
- D. 6

Question 3: Choose the most open license

- A. CC BY NC
- B. CC BY
- C. CC BY ND
- D. CC BY NC SA

Question 4: Which are the 5 Rs of Wiley?

- A. Retain, Reuse, Restructure, Remix, Redistribute
- B. Retain, Revise, Redesign, Remix, Redistribute
- C. Retain, Reuse, Revise, Remix, Redistribute
- D. Retain, Reuse, Revise, Remix, Redesign

Practice exercise: Working with CC license

Task 1: Select an open teaching material from the web.

Task 2: Run through the content so that it can be published as an OER.

Task 3: Which Creative Commons license would use?

CHECKLIST

For language teachers/trainers

When searching:

- Have you mapped out your needs? Before searching for an OER map out your needs. This will help you figure out the specific elements that you are searching for
- Have you created a search string? Create a search string for your search. For example, if you wish to focus on pronunciation, start your search with “Greek pronunciation”.

When evaluating:

- Is the source of good quality?
- Has the source been peer-reviewed?
- Is the source accurate?
- Does the material add value to your classroom?
- Does the material cover the content you wish to provide to your students?

When using:

- Identify the creative commons license in the material you have identified. Are there any license restrictions?
- Does the material meet your course’s/learners’ needs?
- Does the material format allow you to remix/adapt the content?
- Can you remix/adapt the content? If the creator allows you to remix/adapt the content you can do so for meeting your learners’ needs.

When sharing:

- Have you helped the OER ecosystem grow? Consider sharing your OER for helping the OER community grow
- Have you added a CC-BY license? When sharing your OER, make sure you add a CC-BY license using the Creative Commons license generator. (<https://creativecommons.org/choose/>)

LANGUAGE Open Educational Resources E-TOOLKIT FOR LANGUAGE TEACHERS and TRAINERS

OpenLang Network

The main purpose of this guide/e-toolkit is to get language teachers and trainers involved in the adoption, evaluation, creation, use, and sharing of OERs for language learning and teaching. More specifically, this e-toolkit will help language teachers to find, evaluate, use, create, and share quality multilingual and interactive OERs for language learning in their teaching practices.



FIND

Discover within the available repositories for Language Learning the appropriate Language OERs and the best OEPs to help teachers and trainers.

EVALUATE

Assess Language OERs degree of quality, effectiveness, accessibility and alignment with states, colleges and users' career-ready standards.



USE

Enrich your teaching style with the latest pedagogy approaches, create novel forms of learning, & provide learning experiences that stimulate personal development and success.



CREATE

Leverage on open-source software which is easy to use, and cross-platform, and remix your own material with existing Language OERs in a way that is connected with your purpose.



ONLINE



CROSS-PLATFORM

SHARE

Assign a Creative Commons license to Language OERs and publish them in open repositories, or via social networks to instantly expand the reach and visibility of your materials to potential users.

OpenLang Network
<https://www.openlangnet.eu/>

Download the E-Toolkit for Language Teachers and Trainers
<https://openlang-network.kmi.open.ac.uk/>



This project has been funded with support from the European Commission. This publication reflects the views only of the author. The Commission and the National agency cannot be held responsible for any use which may be made of the information therein.



Erasmus+

OPENLang e-Toolkit on Language OERs for Language Teachers & Trainers

[Download Toolkit ENG](#) ↓

[Download Toolkit GR](#) ↓

[Download Toolkit IT](#) ↓

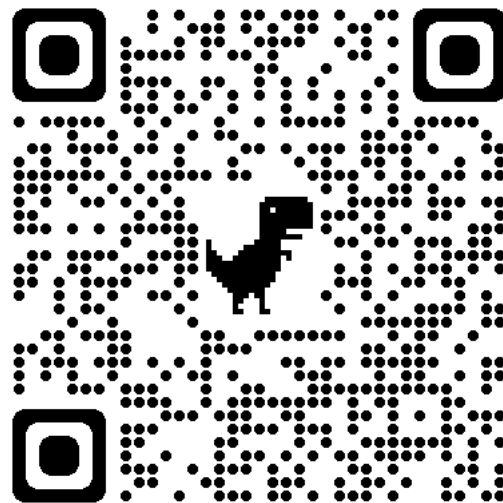
What is it?

This toolkit is a step-by-step guide for Language education to equip language learning instructors and trainers with the skills they need to find, evaluate, use, reuse, create and share Open Educational Resources (OERs). It has been developed based on the findings of an extensive review on OERs as well as on the Quality Framework for Language OERs.

This e-toolkit has a concrete structure combining theory to practice and it has been broken up into six sections covering important aspects of working with OERs like:

- Definitions of Open Educational Resources (OERs) and Open Educational Practices (OEPs)
- Characteristics, categories, benefits, and challenges of using OERs
- Copyright licenses and information
- Where and how to find OERs and OEPs
- How to create OER (basic authoring tools for the creation of OERs, language OERs databases)
- Specific examples of OERs and OEPs in Language education
- Useful tips for the creation and sharing of language OERs
- Learning objectives and self-evaluation assessment are both included in each section.

[HTTPS://OPENLANGE-TOOLKIT.WIXSITE.COM/WEBSITE](https://openlange-toolkit.wixsite.com/website)



WHO WE ARE

OPENLang Network - Open European Languages and Cultures Network (2018-2021) (2018-1-EL01-KA203-047967) is funded by the European Commission in the framework of the Erasmus+ Programme, KA2 - Strategic Partnership in the field of Higher Education.

The OPENLang Network aims specifically at developing 'The OPENLang Network', which envisages to connect all the **Erasmus+ KA1 Mobility Participants** (HE students and staff, VET (at least 1 month mobility), Adult and School education staff, Youth learners, Youth Workers, Youth Entrepreneurs) in an OPEN informal and highly interactive online environment which could support more efficiently their effort to develop their language skills of the target mobility EU languages. This platform offers a variety of online services not only to language learners, but also to language teachers who will be able to broaden their professional network and to acquire new knowledge and skills related to the creation, use and sharing of language OER as well as open licensing.

Partners

University of Macedonia (Coordinator) - GR

Cyprus University of technology - CY

Open University - UK

PIXEL - IT

Duration of the Project: 2018-2021

Website del project: <https://www.openlangnet.eu/>

Interactive Version of the e-toolkit: <https://openlange-toolkit.wixsite.com/website>



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Erasmus+ Programme
of the European Union





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APPENDIX

I - Solutions for the quizzes

Quiz 1

Answers: 1B, 2A, 3B, 4 see page 10, 5 see pages 12-14

Quiz 2

Answers: 1 C

2 Teaching and Learning Process, Information and material content,
Presentation Product and format, System Technical and Technology
3 (Check Section 2)

Quiz 3

Answers: 1 Broad searching, Find alternatives, Filter by usage rights

Quiz 4

Answers: 1. A, B, D, 2. C, 3. A 4. A, C, D

Quiz 5

Answers: 1 (check section 5), 2C, 3 (check section 5)

Quiz 6

Answers: 1B, 2D, 3B, 4C