OpenLang
Network

Exploring how to (re)use Language Open Educational Resources (OERs)

A Massive Open Online Course (MOOC) developed by the OPENLANG NETWORK Erasmus+ project
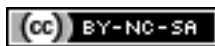
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N e t w o r k

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Introduction

Exploring how to (re)use Language Open Educational Resources (OERs)

This 4 weeks open course aims at guiding all participants through the discovery, use and reuse of open educational resources (OER) for teaching purposes in language education. Together we will explore what is an Open Educational resource (OER) and what is an Open Educational Practice (OEP). Furthermore, we will present the main characteristics and benefits of using language OERs as well as the main challenges of introducing OERs in language education. In this course you will also discover efficient approaches to search, find and evaluate the right language OER that have been created by others for your language course. What is highly interesting is that you will also learn how to build upon an openly licensed digital material and share its updated version. Last but not least, by the end of this course you will understand the importance of Copyright and Open Licensing and you will learn what CC licenses are, how to use them correctly and how to Open Attribution tools that can generate automatically CC licenses for the OER that you have created or you have selected to use and wish to attribute its owner.

This course will be highly attractive to both those who want to start exploring and using language OER in their language teaching as

well as to those who are already users but who are looking for an opportunity to learn where to find quality language OERs but also wish to create and share their own language teaching resources to a wider audience of language teachers.

The course "Exploring how to (re)use Language Open Educational Resources (OER)" is part of the OPENLang Network Project. This is an Erasmus+ programme which envisages connecting all the Erasmus+ KA1 Mobility Participants 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 open 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.

This course's content is connected to the 6 modules of the "OPENLang Network's e-toolkit on language OERs" created for language teachers and trainers.

To learn more about us, you can visit the project's official website (https://www.openlangnet.eu/)
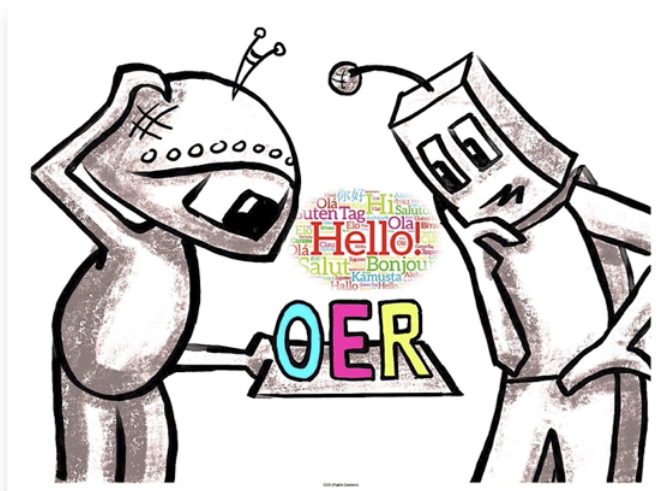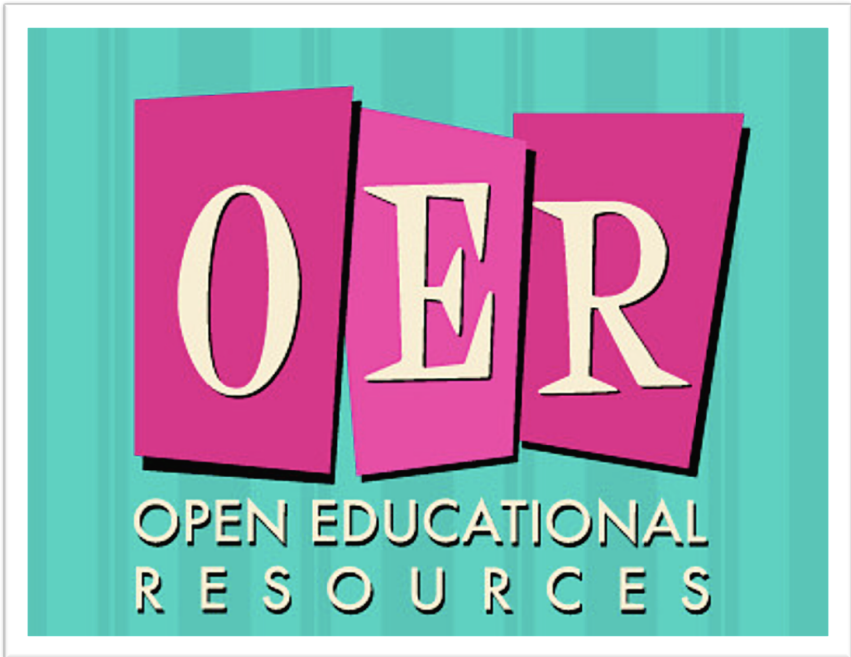
Learning Outcomes

- Defining what is an OER and OEP
- Exploring the benefits and challenges of using and creating language OERs
- Learning how to search, discover and evaluate language OERs
- Understanding of the process of adapting and reusing OERs for language teaching using the CC licenses properly.

Module 1: Introduction to OER and OEP

Welcome to the first week of the MOOC "Understanding Language OERs" organised by the OPENLang Network team!!

In this introductory unit you are warmly invited to study the first two modules
"1.1 Introduction to OER and OEP" and "1.2 An overview of existing OER guidelines".

By the end of the 1st module you will
- learn what makes an educational resource 'open',
- understand the difference between OER & OEP,
- understand the different categories and types of OERs,

- explore the pros and cons of using open content,
 -test your knowledge.

By the end of the 2nd module you will
- understand the basic steps of creating, finding, using, reusing and sharing
OERs,
- et a clear picture of existing OER guidelines,
- set clear objectives when creating OER.
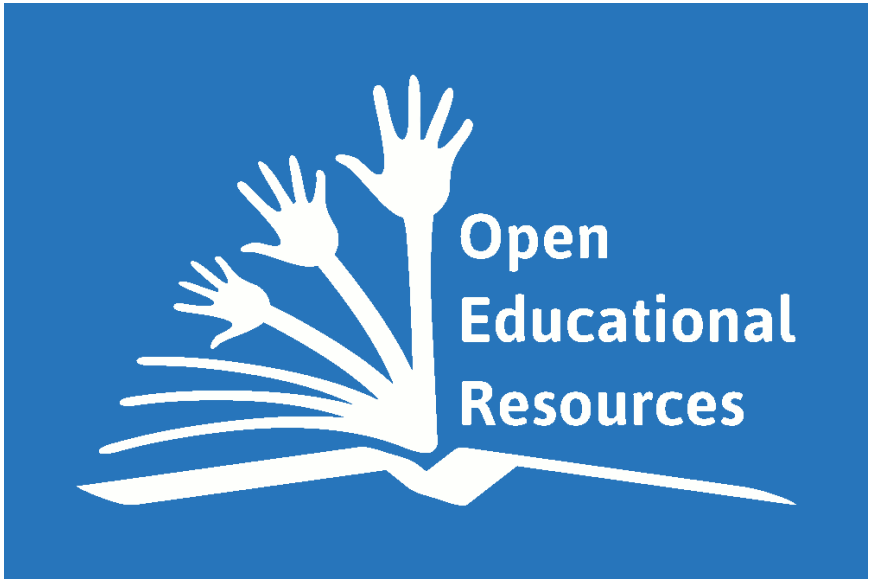
1.1 Defining OER

What is an OER?

OERs refer to Open Educational Resources and are teaching, learning and research materials available in various formats, digital or not. These resources exist in the public domain or have been released under open licensing that allows access, use, adaptation and redistribution by others with no or limited restrictions at no cost. The main goal of OER is to make education more affordable, accessible and effective.

Open Educational Resources are educational materials of any type/medium that reside in the public domain or have been released under an open license that permits their free use and re-purposing by others (definition by Hewlett Foundation).

Course Material	Open Textbooks	Videos
Lessons Plans	Software	Games

The image "OER can be" is derivative of the BCOER Poster by BCcampus, licensed under CC BY 4.0

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". (UNESCO, 2002).

OERs often have a *Creative Commons* or *General Public License (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.

Open Educational Resources are broadly considered to meet the "5Rs Framework," (Wiley, 2014) meaning that users are free to:

Retain: Users have the right to make, archive, and "own" copies of the content;
Reuse: Content can be reused in its unaltered form;
Revise: Content can be adapted, adjusted, modified or altered;
Remix: The original or revised content can be combined with other content to create something new;

Redistribute: Copies of the content can be shared with others in its original, revised or remixed form."

In simple words, open licences are used by the creators in order to tell people how their material can be used & this creates a pool of material that can be shared and reused legally which in turn enables a culture of sharing!! In fact, through this process teachers embrace the Open Education Movement. "Open education" encompasses the myriad of learning resources, teaching practices and education policies that use the flexibility of OER to provide learners with high quality educational experiences (Hewlett Foundation).

Keep in mind that if the content is copyrighted under traditional, all-rights-reserved copyright, then it is 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.

For more info about what OER are you are invited to watch the "Brief guide to Open Educational Resources" by David Wiley, talk at TEDxNYED, https://www.youtube.com/watch?v=Rb0syrgsH6M

Learning Activity 1

The following video provides a high-level view into what open educational resources (OER) are and why instructors choose to use or create OER. Watch the video and reflect on what OERs are and why OER are so important for you.

"Open Educational Resources: What and Why" by Jason Hardwick, University of Alberta Centre of Teaching and Learning is licensed under a Creative Commons CC-BY-NC-SA 4.0 license.

Additional Resources

●Explore more OER definitions here: https://wiki.creativecommons.org/wiki/What_is_OER%3F

- You can further explore the concepts of Open Education/Open Education Movement and their importance in this really interesting openly accessible book chapter under Creative Commons Attribution 4.0 International License (CC BY 4.0) that was funded by the The Hewlett Foundation: Blessinger, P., & Bliss, T. (2016). Introduction to Open Education: Towards a Human Rights Theory. In P. Blessinger & T. Bliss (Eds.), Open Education: International Perspectives in Higher Education (1st ed., pp. 11–30). Open Book Publishers. http://www.jstor.org/stable/j.ctt1sq5v9n.6

- "OER Open Educational Resources": You can watch this insightful video on how OER is creating a new system of education through equal access to knowledge by learners everywhere. This video is created by the *The Learning Portal*, Ontario College Libraries (HLLR) and it is licensed under CC- BY 4.0

- Kalshoven L. (2014). OERs Mythbusting. Project: Open Educational Resources Policy in Europe". Retrieved from https://mythbusting.oerpolicy.eu/wp-content/uploads/2014/11/OER_Mythbusting.pdf

- Here you can download an infographic on 5Rs created by the SUNY and licensed under CC BY 4.0

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Hewlett Foundation. Open Education. Retrieved from https://hewlett.org/strategy/open-education/

UNESCO (2002). Forum on the impact of open courseware for higher education in developing countries, UNESCO, Paris, 1-3 July 2002: final report. Retrieved from https://unesdoc.unesco.org/ark:/48223/pf0000128515

Wiley, D. (2014). Defining the "open" in open content and open educational resources. Open Content. Retrieved from http://opencontent.org/definition/ It is licensed under a Creative Commons BY 4.0

1.2 Defining OEP

What is an OEP?

Open educational practices (OEP) are part of the broader open education landscape (Stacey, 2018). 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. In fact, with an open practice, educators are able to adjust their content, pedagogies, and approach based on their learners, without the limitations of "all rights reserved" (OER commons).

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".

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).

Open Education Practices encourage connectedness, trust, and innovation according to Hegarty (2015), who describes OEP as having 8 attributes (Figure 1).

Figure 1: "Attributes of Open Pedagogy: A Model for Using Open Education Resources" (Hegarty, B., 2015).

OEP activities are learner-centered and move away from didactic models of teaching, making them opportunities to engage learners in more meaningful ways. In OEP, learners, teachers, and the at-large community work as co-creators on a shared resource or toward the achievement of a common real-world goal. Hegarty (2015) proposes 8 attributes of OEP that encourage this move through the use of connectedness, trust, reflection, creativity, sharing, participatory technologies, peer review and learner-generated content. This last attribute brings the spirit of openness full circle by promoting activities that facilitate student contribution to a body of knowledge that itself may become an open resource to be made available beyond the boundary of the classroom.

The main goal of Open Educational Practice (OEP) is to build the knowledge, skills, and behaviours that support and improve teaching and learning.

Learning Activity 2

You are invited to watch this interesting video: "Open Educational Resources and Open Education Practices" created by the University of New Hampshire (UNH). This organisation is committed to improving student learning and lowering the cost of a college education through its use of Open Educational Resources and Open Education Practices. Members of the UNH Community explain why Open Education is making a difference for students and faculty across the university. https://www.youtube.com/watch?v=ya7aW8BRPTM Can you also think in what ways your school or institutional organisation could benefit by using OERs and OEPs?

Additional Resources

Cronin, C. (2017). Openness and praxis: Exploring the use of Open Education Practices in higher education. *International Review of Research in Open and Distributed Learning*, Athabasca University, Aug. 2017, www.irrodl.org/index.php/irrodl/article/view/3096/4301.

Udas, K., Partridge, H., & Stagg, A. (2016). Open Education Practice at the University of Southern Queensland. In P. Blessinger & T. Bliss (Eds.), *Open Education: International Perspectives in Higher Education* (1st ed., pp. 321–342). Open Book Publishers. http://www.jstor.org/stable/j.ctt1sq5v9n.21

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Ehlers, U.-D. (2011). Extending the territory: From Open Educational Resources to Open Educational Practices. J*ournal of Open, Flexible and Distance Learning* 15(2).

Hegarty, B. (2015). Attributes of Open Pedagogy: A model for using Open Education Resources. *Educational Technology,* Jul. 2015, https://upload.wikimedia.org/wikipedia/commons/c/ca/Ed_Tech_Hegarty_2015_article_attributes_of_open_pedagogy.pdf

OER Commons. Open Educational Resources (OER) support equity and flexibility. Retrieved from https://www.oercommons.org/about#about-open-educational-resources

Stacey, P. (2018). Open Landscape. Paul Stacey Musings on the Ed Tech Frontier. Retrieved from https://edtechfrontier.com/tag/open-landscape/

Wiley, D. (2019). Defining the 'Open' in Open Content and Open Educational Resources. In R. Kimmons, *EdTech in the Wild: critical blog posts*. EdTech Books. Retrieved from https://edtechbooks.org/wild/open_definition

1.3 Categories and characteristics of OERs

What categories of OER websites exist?

There are a multitude of OERs out there to choose from, including textbooks, courses, multimedia, data, and supplementary materials (Moist, 2017). More specifically, 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.

In a recent research conducted by de los Arcos et al. (2015) it is shown that educators prefer to use in their teaching practice

mostly videos, images and textbooks. The table (Figure 2) presents the types of OER and the frequency of their use by educators.
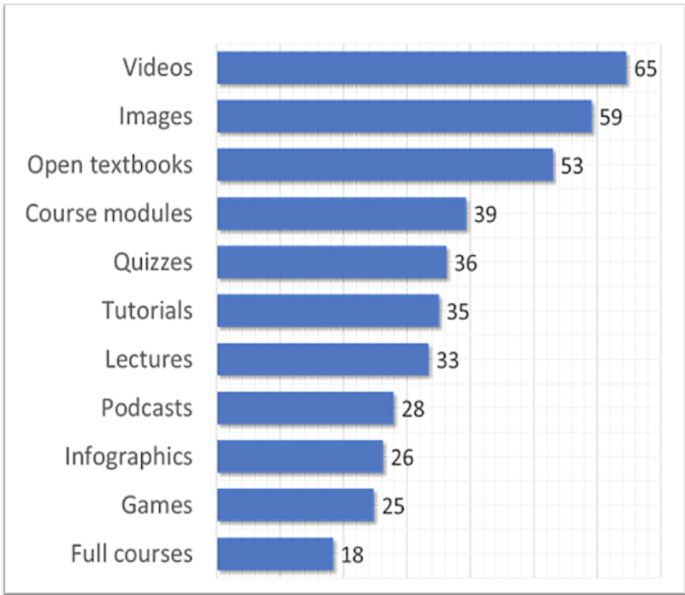
Figure 2: Types of OER and the frequency of their use by educators (De los Arcos et al., 2015).

Two different types of OERs are also 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).

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 (Figure 3).
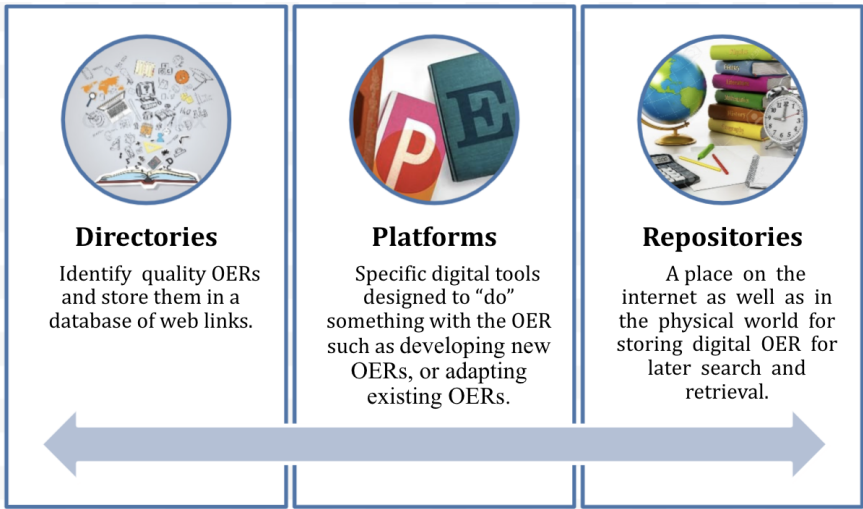
Figure 3: Representation of Butcher' and Moore (2015) "Categories of OER"

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 (Butcher & Moore, 2015).

Example: OER Commons (www.oercommons.org), OPENLang Network platform (https://openlang-network.kmi.open.ac.uk/) and Commonwealth of Learning (www.col.org/OER)

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 & Moore, 2015). Furthermore, an OER platform could also be an OER attribution builder.

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 repositories: An OER repository is a place on the internet as well as in the physical world for storing digital OER for later search and retrieval (Butcher & Moore, 2015). Repositories of training and educational materials offer a range of resources

developed by many different organisations and individuals and for different subjects, age groups, purposes (Butcher & Moore, 2015).

<u>Example:</u> 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".

Which are the main characteristics of OERs?

The general characteristics of OERs (Camilleri, Ehlers, & Pawlowski, 2014) 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.

What about opening up your language classroom with OER? Watch the video "Opening up your language classroom with OER" in order to explore the types of OERs to use in Language education. The video is created by the "Video Club" for the Center for Open Educational Resources & Language Learning (COERLL) which is one of 16 National Foreign Language Resource Centers (LRC's) funded by the U.S. Department of Education and it is licensed under CC BY 4.0.

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.

Learning Activity 3
You are invited to explore an OER directory (*OASIS*: https://oasis.geneseo.edu/index.php), an OER platform (*OERCOMMONS*: https://www.oercommons.org/authoring-overview) and an OER repository (*COERLL:* https://coerll.utexas.edu/coerll/). Can you understand the different functionalities of the 3 main OER categories?

Additional Resources
Read this article to understand better the concept of "openness" in OER. Economides, A. A. & Perifanou, M. (2018). Dimensions of openness in MOOCs & OERs. In *EDULEARN2018 Proceedings, 10th International Conference on*

Education and New Learning Technologies, pp. 3684-3693. 2-4 July, Palma Spain, IATED Digital library. doi: 10.21125/edulearn.2018.0942 Accessible at: https://ruomo.lib.uom.gr/bitstream/7000/793/3/RUOM_UOM_Dimensions_of_Openness.pdf

Check this video to explore further OER: What is Open Educational Resource | Examples of OER | Types of OER created by simplyinfo

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Butcher, N., & Moore, A. (2015). *Understanding Open Educational Resources*. Commonwealth of Learning. Retrieved from https://www.oerknowledgecloud.org/archive/2015_Butcher_Moore_Understanding-OER.pdf

Camilleri, A. Ehlers, U. D., & Pawlowski, J. (2014). *State of the art review of quality issues related to Open Educational Resources (OER)*, JRC Working Papers JRC88304, Joint Research Centre (JRC). Retrieved from https://ideas.repec.org/p/ipt/iptwpa/jrc88304.html

Chib, A. & Wardoyo, R.. (2018). Differential OER impacts of formal and informal ICTs: Employability of female migrant workers. *The International Review of Research in Open and Distributed Learning*. 19. doi: 10.19173/irrodl.v19i3.3538

de los Arcos, B., Farrow, R., Pitt, R.; Perryman, L.-A., Weller, M. & McAndrew, P. (2015). OER Research Hub Data 2013-2015: Educators. *Open Education Research Hub*. Retrieved from http://oro.open.ac.uk/47931/1/Educators_FINAL_OERRHData.pdf

Moist, S. (2017). *Faculty OER Toolkit*. Victoria, BC: BCcampus. Retrieved from https://pressbooks.bccampus.ca/facultyoertoolkit/

UNESCO (2021). *Open Educational Resources (OER)*. Retrieved from https://en.unesco.org/themes/building-knowledge-societies/oer

1.4 Benefits of using language OERs

OER BENEFITS

Which are the benefits of language OERs?

OERs offer great and multiple opportunities (i.e., pedagogical, financial, etc.) to learners, students and teachers of all disciplines as well as to educational institutions. " 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). This is not the only OER's benefit. OERs give access to multiple learning materials which can be easily distributed, shared, and adapted to meet learners' needs and preferences.

The benefits of using OERs in language education are numerous:

- increase language learners' motivation,
- improve language learners' performance and satisfaction,
- expand access to learning for a wider range of learners ,
- give access to a rich variety of language learning materials of different formats,
- give language educators the flexibility to adopt materials specifically for their students' needs,
- support language teaching and learning practices,
- expand language educators' roles by encouraging them to be creative and to implement innovative pedagogical approaches and teaching strategies in their classes (i.e., collaborative language learning),
- encourage language educators to engage in critical reflection of educational resources,
- promote the reformation of existing curriculum and content,
- embrace open education movement,
- enhance the demand for life-long learning,
- help language institutions, educators and students save money.

The following videos describe some of the benefits of OER.

->"[OER is... flexible!](#)" created by the "Video Club" for Center for Open Educational Resources & Language Learning (COERLL) and it is licensed under [CC BY 4.0.](#) Open educational resources (OER) have many benefits: One is flexibility. Watch the video to explore how flexible are OERs.

->You are invited to watch this very insightful [video](#) in which Douglas College instructors from Language, Literature, and Performing Arts, Humanities and Social Sciences, & Science andTechnology faculties about Open Educational Resources share their views and experiences on using OERs in their courses. They refer to what OER are and the benefits of using them instead of traditional academic materials.

Learning Activity 4

After watching the recommended video, you are invited to reflect on your own teaching situation and how the use of OER could benefit your language teaching and your students' learning?

Additional Resources

You can download the "BCOER poster" that is created by the BCOER, a group of BC post secondary librarians working together to support the use of quality Open Educational Resources (OER). The poster is licensed under CC BY 4.0 and presents the OER benefits for faculties and students and provides useful info and some facts.

Farrow, R., Pitt, R., Delos-Arcos, B., Perryman, L., Weller, M.,& McAndrew, P. (2015). Impact of OER use on teaching and learning: Data from OER Research Hub (2013–2014). *British Journal of Educational Technology*, 46,972–976. doi:https://doi.org/10.1111/bjet.12310

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Bliss, T J., Robinson, T., Hilton, J., & Wiley, D. (2013). An OER COUP: College teacher and student perceptions of open educational resources. *Journal of Interactive Media in Education*, 1,1–25.

Conole, G., & Alevizou, P. (2010). *A literature review of the use of Web 2.0 tools in higher education*. HEA Academy, UK. Retrieved from https://core.ac.uk/download/pdf/5162.pdf

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Shmueli, E. (2017). MERLOT - A reliable framework for OER, in *Proceedings - International Computer Software and Applications Conference*. IEEE Computer Society, pp. 697–699. doi: 10.1109/ COMPSAC.2017.280.

1.5 Challenges in using language OERs

Which are the Challenges in using OERs in language education?

There are several obstacles that every language 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, 2021).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. 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 (For

more info check the Chapter 1, *Language OERs:* E-TOOLKIT by the OPENLang Network).

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

Learning Activity 5
You are invited to watch the interesting video "Barriers to Open Education" by Abbey Elder is licensed under CC BY 4.0 This video is an introduction to three major barriers that have hindered the Open Education Movement over time and how they are being overcome today.

Do you think that it is possible for teachers to overcome the major barriers in using OERs? Can you think of the barriers that prevented you from using OERs in your language classroom?

Additional Resources

Ossiannilsson, E., Altinay, Z., & Altinay, F. (2016). Transformation of teaching and learning in higher education towards open learning arenas: A question of quality. In P. Blessinger & T. Bliss (Eds.), *Open Education: International Perspectives in Higher Education* (1st ed., pp. 159–178). Open Book Publishers. http://www.jstor.org/stable/j.ctt1sq5v9n.13

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Hodgkinson-Williams (2010). *Benefits and challenges of OER for Higher Education Institutions*. Centre for Educational Technology, University of Cape Town. https://libguides.library.cpp.edu/ld.php?content_id=13268187

Perifanou, M & Economides, A. A.(2021). Challenges for finding Language OER: Suggestions to Repositories' Administrators. In *Proceedings of the EUNIS 2021, - A New Era of Digital Transformation: Challenges for Higher Education*. European University Information Systems (EUNIS) organization, Virtual Athens, 9–11 June 2021. Available at https://www.eunis.org/eunis2021/wpcontent/uploads/sites/18/2021/05/EUNIS_2021_paper_59.pdf

Learning Activity 6

1st WEEK_ DISCUSSION FORUM: In this introductory unit you are advised to post in the Discussion Forum and interact with members of our OER learning community. Therefore, this small task has two parts. In the first part you are kindly invited to introduce yourself and briefly describe why you are interested in this course. Following that you will briefly describe how you use OER in your teaching practice or as a learning tool (if you do not teach). In the second part you are invited to reply to at least one of your classmates' posts!!

Module 2: An overview of existing OER guidelines
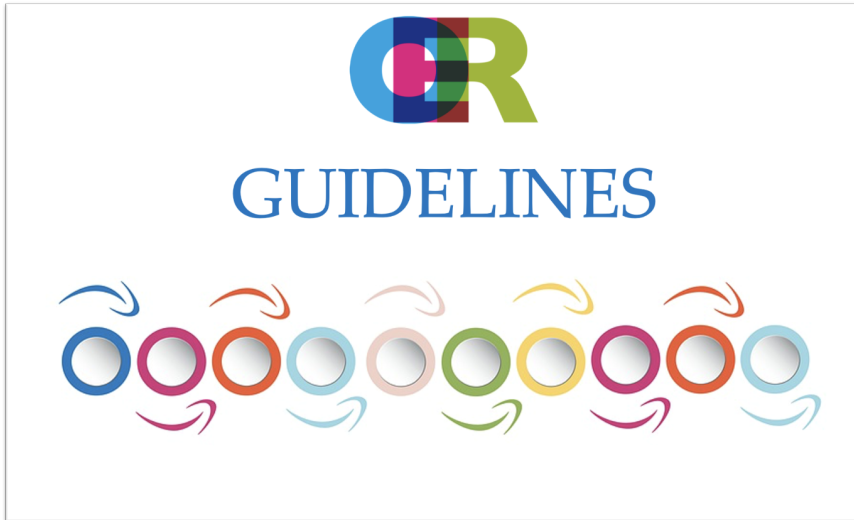
What examples of guidelines for OERs exist?

There are several guideline proposals for the use, creation and sharing of OER.

A well known guideline is the *"Life cycle for the development of OERs"*. Its first version was created by Wiley in January 2008 (Wiley, 2008) while the second edition was proposed by Gurell & Wiley (2008) in the "OER Handbook for Educators 1.0 - WikiEducator". The idea behind this guideline 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 and the life cycle is just one proposed strategy.

According to literature (Gurell, 2008) the final version of the "Life cycle for the development of OERs" was developed by Gurell, Wiley and Tucker and comprises 5 main stages: begins with a desire or need to learn or teach something and it comprises of 5 main stages: *1) find; 2) compose; 3) adapt; 4) use; and 5) share* (Figure 4).
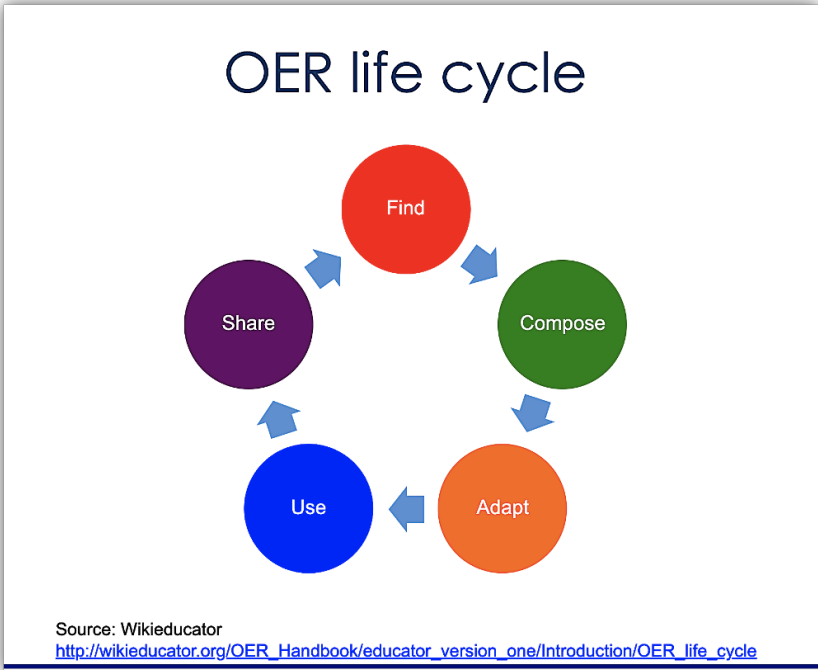
Figure 4: "Life cycle for the development of OERs" developed by Gurell, Wiley and Tucker (Gurell, 2008)

Find: start by looking for suitable resources which contribute to meeting the need or satisfying the desire. This may include using general search engines, searching specific repositories and finding individual websites. Some potential components may be available offline, including last year's lecture notes, class projects, handouts for learners and other resources prepared previously.

Compose: with a collection of resources at your disposal, start piecing them together to form a learning resource for yourself, your fellow educators and/or learners. This is a creative design process of building an educational resource from scratch and/or using components you have found.

Adapt: while composing OER, it will nearly always be necessary to adapt components to your local context. This may involve minor corrections and improvements, remixing components, localisation and even complete rework for use in diverse contexts.

Use: the actual use of OER in the classroom, online, during informal learning activities, etc.

Share: once an OER is finished, make it available for the open education community to re-use and begin the life cycle again.

Don't forget to select a license based on how the OER is intended to be used and personal values (Gurell, 2008).

Other guidelines that worth to be explored are the the following: *The TIPS Framework* (Kawachi, 2014), the "*Six steps to OER*" guidelines developed by Northwestern Michigan College (NMC) Librarians (Figure 5), the "*Basic Guide to Open Educational Resource*s" by Butcher (2015), the guideline proposed by McGreal (2013) in the report "*Creating, Using and Sharing Open Educational Resources*", the "G*uideline for the Creation of Open Educational Resources*" by Zimmermann (2018) as well as the "*Guidelines for Open Educational Resources (OER)*" proposed by UNESCO & Commonwealth of Learning (2011; 2015).

Six Steps to OER

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

icons designed by Freepik

Figure 5: Six steps to OER" by Northwestern Michigan College (NMC) Librarians https://nmc.libguides.com/c.php?g=964744&p=6969283, *licensed under CC BY 4.0 International License/Modified text from original by Lesley University Library* https://research.lesley.edu/oer.

Learning Activity 6
Do you want to learn more about the OER guidelines that can orientate you towards the right use, creation and sharing of OER? Read the 2nd chapter of the Language OERs: E-TOOLKIT by the OPENLang Network entitled "An overview of existing OER guidelines' ' and test your knowledge with the following quiz!! You can check your answers in the Appendix 1.

Additional Resources
UNESCO & Commonwealth of Learning. (2011; 2015). *Guidelines for Open Educational Resources (OER) in Higher Education*, 21. Retrieved from http://unesdoc.unesco.org/images/0021/002136/213605e.pdf

Kawachi, P (2014). *Quality assurance guidelines for Open Educational Resources: TIPS Framework*, Version-2.0. Commonwealth Educational Media Centre for Asia
New Delhi. Retrieved from:
http://oasis.col.org/bitstream/handle/11599/562/TIPSFramework_Version%202%5b1%5d%20Copy.pdf?sequence=1&isAllowed=y

References
Butcher, N. (2015). *A basic guide to open educational resources (OER)*. Commonwealth of Learning, Vancouver and UNESCO. Retrieved from http://oasis.col.org/handle/11599/36

Gurell S. (2008). Applying software development paradigms to open educational resources. *eLearning Papers,* Nº 10, September

2008. Retrieved from http://www.uh.cu/static/documents/RDA/Applying%20Software%20Development.pdf

Gurell, S., & Wiley, D. (2008). OER *Handbook for Educators 1.0 – WikiEducator*. https://wikieducator.org/OER_Handbook/educator_version_one

Kawachi, P (2014). *Quality assurance guidelines for Open Educational Resources: TIPS Framework*, Version-2.0. Commonwealth Educational Media Centre for Asia New Delhi. Retrieved from:http://oasis.col.org/handle/11599/562

McGreal, R. (2013). *Creating, using and sharing Open Educational Resources.* Commonwealth for Learning, Vancouver. Retrieved from http://oasis.col.org/handle/11599/44

UNESCO & Commonwealth of Learning. (2011; 2015). *Guidelines for Open Educational Resources (OER) in Higher Education*, 21. Retrieved from http://unesdoc.unesco.org/images/0021/002136/213605e.pdf

Wiley, D. (2008, January 17). *OER Handbook. Iterating Towards Openness*. Retrieved from http://opencontent.org/blog/archives/440

Zimmermann, C. (2018). *Guideline for the creation of Open Educational Resources*. Information and Practical Exercises for Lecturers in Higher Education. Retrieved from: https://www.openeducation.at/fileadmin/Downloads/OEA-Guideline_online_final_english.pdf

Week 1 Quiz: Test your Knowledge

Do you want to test your knowledge on Modules 1 & 2? Take now the Week 1 Quiz!

Module 3: Discovering a Language OER

Welcome to the second week of the MOOC "Exploring how to (re)use Language Open Educational Resources (OERs)" organised by the OPENLang Network team!!

In this second unit you are warmly invited to study the following two modules:

3. "Discovering a Language OER" and " 4. Evaluating a Language OER".

By the end of the 3rd module you will
- understand how to conduct a search for discovering OER related to language education.
- explore well known OER repositories where you can find a great variety of language resources openly accessible

- learn how to use OER repositories in order to discover a language OER for your learning or teaching needs
- explore media OER repositories and understand how to use them
- test your knowledge.

By the end of the 4th module you will
- understand why is it important to evaluate a Language OER
- evaluate a Language OER based on specific evaluation criteria
- select a high quality Language OER for your teaching
- test your knowledge

3.1 Search tips

"Hand world Explore language OER" by [OPENLang Network](#) licensed under [CC BY 4.0.](#)

There are billions of openly licensed language materials available on the web, so how can you find the right language OER for your learning and teaching needs? Which are the basic search tips that could help you discover what you are searching for?

➢ **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. For example if you are searching for a free image related to "OER" you can use the basic search filters (cc license, size, colour, type, etc.) by clicking on the "tools" button (see the screenshot below, Fig. 1)
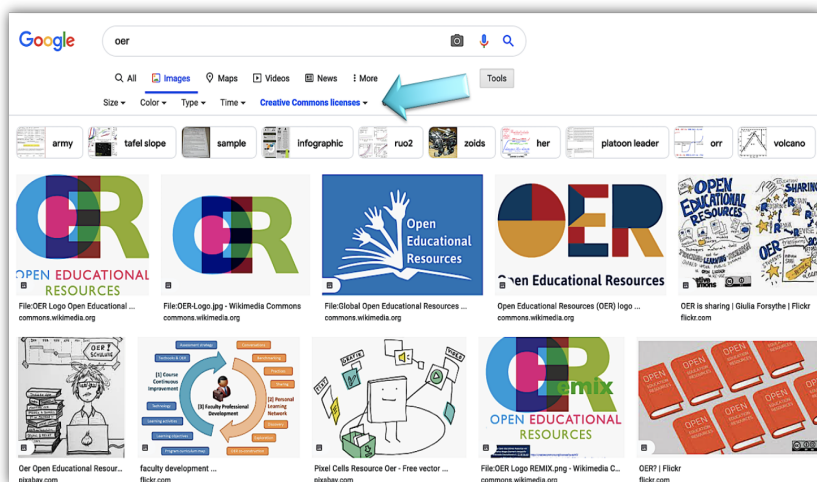
Figure 1. Filtering in google search an image related to OER

Another option is to use the "Advanced Search" feature in *Google* that allows you to use more filters including *Usage rights* (see the screenshot below, Fig.2).

Figure 2. Filtering in google search

- The first thing to do in order to get started is to visit the *Google Advanced Search* at https://www.google.com/advanced_search

- In the top field titled "all these words", you enter your keyword or phrase (i.e., OER).

- At the bottom of the search options, you'll find a field labeled *"Usage rights"*. The dropdown menu lists different license permissions with varying degrees of openness. You can filter by license and choose the license of your choice.

- Clicking the "Advanced Search" button you will get the search results. In this way it is much easier to filter a variety of different types of materials (i.e., Images, Videos, texts, presentations, games) from the top menu.

HELPFUL TIPS

-> Remember to choose an open license which will give you the most open materials licensed under a CC license (i.e CC BY license 4.0: allows users to freely "use, share or modify, even commercially" the material.

-> After the search, don't forget to look for the license on the content before using it.

->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 there are many social media platforms that use similar filters in order to discover useful material for language learning such as *YouTube* (see the screenshot below, Fig.3). By clicking on the "filters" option below the search bar (visible after you perform the search) you can apply advanced search options when looking for YouTube videos (i.e., CC licenses, type, and duration).
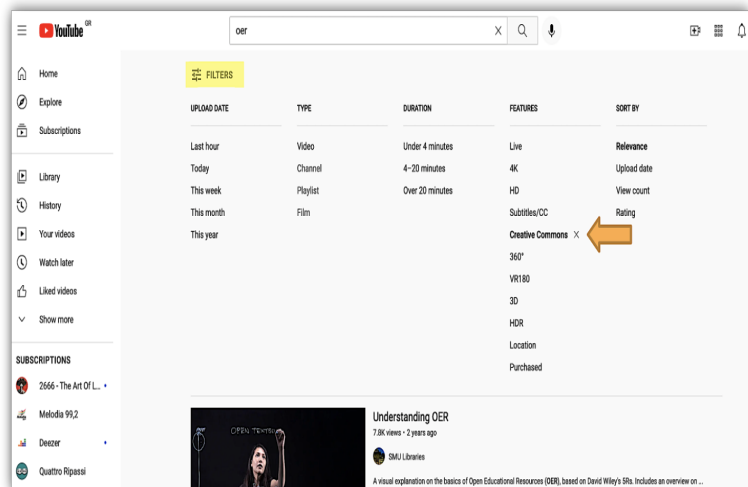
Figure 3. Filtering in YouTube

Advanced search tips

➢**Use of _OER Metafinders_:** Metafinders (specialised OER search engines) can help you discover easier language OERs. A well known search engine that searches across numerous OER databases, including those that contain images, textbooks, course modules, supplementary material, and more, is the [Mason OER metafinder (MOM)](). This search engine is described as "Google for OERs" and searches in real-time multiple OER sources with one interface. You can easily filter the results in the sidebar to the left.

->Watch [here]() the tutorial on how to use the _Mason OER metafinder_

➢ **Use of the _Directory of Open Access Repositories_ (OpenDOAR):** This online service can help you find easier Open Educational Repositories. 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.

➢ **Seek out OER repositories that curate language OERs:** Some repositories are discipline-specific or have better disciplinary coverage than others. Use the subject headings and filters in the repositories to help you find easier what you need (i.e., OPENLang Network platform, COERLL)

➢ **Search directly in relevant repositories:** _Merlot_ and _OER Commons_ are ideal for finding supplementary language learning materials while the _Open Textbook Library_ and _BCcampus_ also include complete textbooks in portable files which in most cases are openly licensed to allow for editing.

➔ 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.

Learning Activity 1
Watch below the useful tutorial on how to conduct a basic search in the well-known OER repository "Open Textbook Library". Then, visit the "Open Textbook Library", choose your subject and search for a language textbook of your choice and filter the license to "free to use, share or modify – even commercially". How easy did you find an appropriate textbook for your teaching and/or learning needs?

Open Textbook Library

https://researchguides.austincc.edu/oer/tutorials
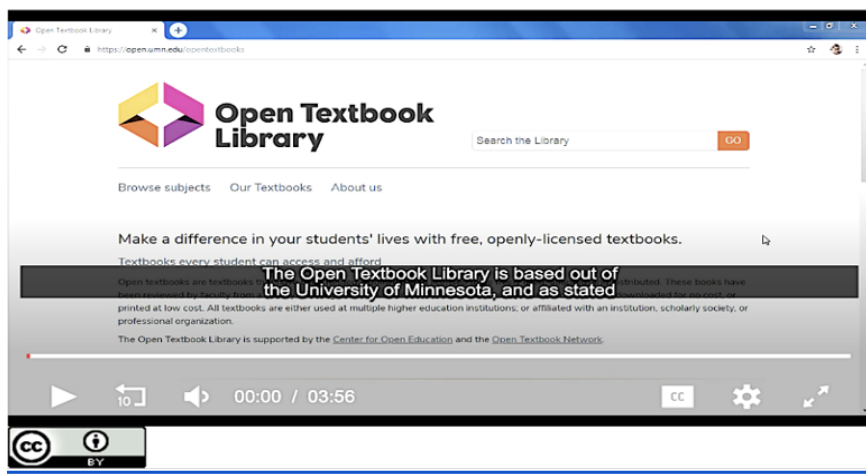
Video: "Basic Search Tutorial: Open Textbook Library" by Jillian Maynard is licensed under CC BY 4.0.. *(https://www.openwa.org/find-oer/)*

Additional Resources

-> Download here the infographic on how to Search for Openly Licensed Educational Resources created by the Center for Open Educational Resources & Language Learning (COERLL)
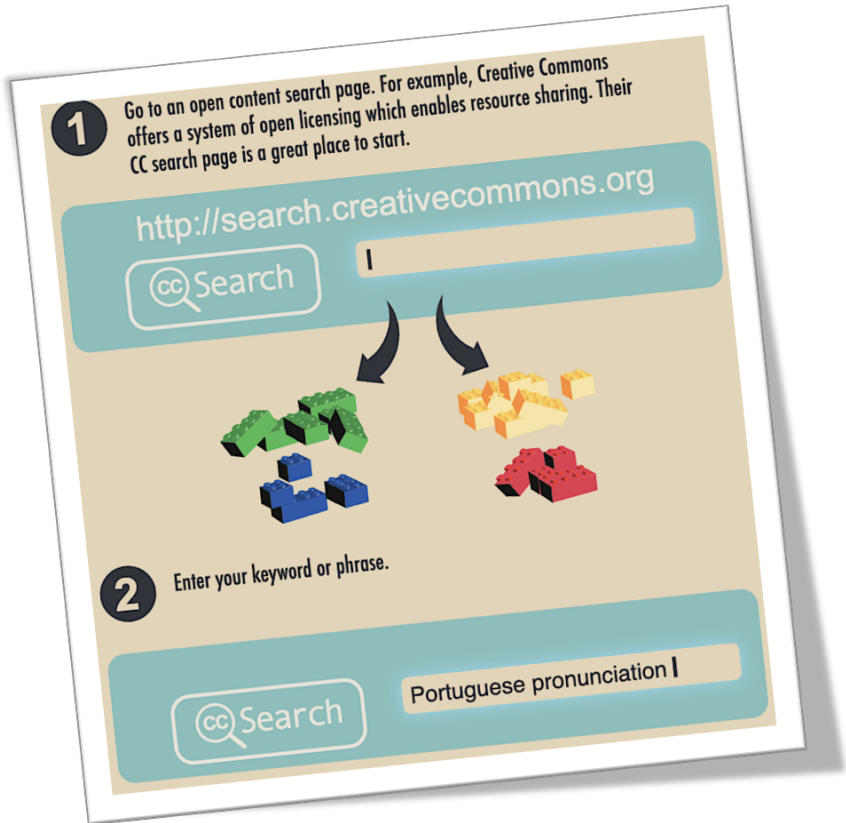
->Check this interesting webinar of the *Center for Open Educational Resources & Language Learning (COERLL)* on discovering authentic texts for language learning! Many useful searching tips are presented by language professionals.

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

->Watch this interesting video on discovering more OER repositories and collections!!
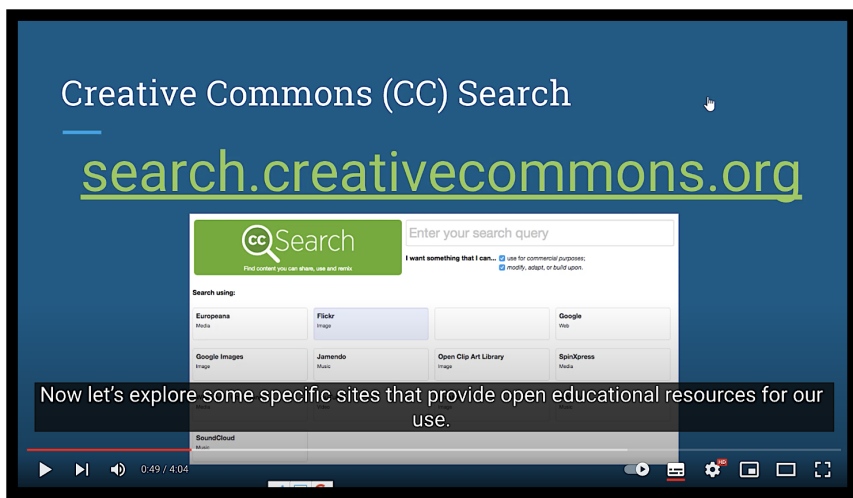
Video: "Open Educational Resources (OER) Repositories and Collections" by Michigan Virtual

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Perifanou, M., & Economides, A. A. (2021). Discoverability of OER: The case of Language OER. In: *Proceedings of the 6th International Conference on Smart Learning Ecosystems and Regional Development (SLERD)*, 24-25 June. Smart Innovation, Systems and Technologies, Vol. 249, Óscar Mealha et al. (Eds): Ludic, Co-design and Tools Supporting Smart Learning Ecosystems and Smart Education, 978-981-16-3929-6, 511796_1_En, (Chapter 5). DOI: 10.1007/978-981-16-3930-2_5 https://ruomo.lib.uom.gr/handle/7000/977

Perifanou, M., & Economides, A. A. (2021). Challenges for finding Language OER: Suggestions to Repositories' Administrators. In: *Proceedings of EUNIS 2021- A New Era of Digital Transformation: Challenges for Higher Education*. European University Information Systems organization, 9-11 June. https://ruomo.lib.uom.gr/handle/7000/979
https://www.eunis.org/eunis2021/wp-content/uploads/sites/18/2021/05/EUNIS_2021_paper_59.pdf.

3.2 Language OER Repositories

"Searching for OERs" by *OPENLang Network* licensed under CC BY 4.0.

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 (Table1).

OER Repositories for Language Education	Description
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.
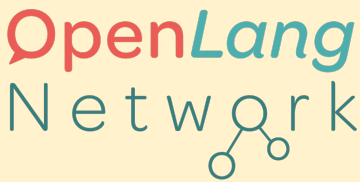
Center for Open Educational Resources & Language Learning (COERLL) **https://coerll.utexas.edu/coerll/**	**COERLL's** main objective is to enhance teaching and learning of foreign languages by creating resources (materials and best practices) that yield financial gains and can be used in a variety of settings. COERLL's work spans through the areas of applied linguistics research, teaching materials, language assessment teacher development, less commonly taught languages, K-12 initiatives.
Language Resource Centers (LRCs) **https://nflrc.org/**	This is the **Language Resource Centers' (LRCs):** 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.

Language Box

http://languagebox.ac.uk/view/

The **LanguageBox** 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 *LanguageBox* 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.

The *Language Box* is a new way of storing, managing and publishing Language teaching resources on the web. Users can share handouts, exercises, podcasts, videos and more.

The CEELBAS Language Repository *https://www.ucl.ac.uk/library/digital-collections/collections/ceelbas*	The *CEELBAS Language Repository* 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.
OER Repositories for several subjects including "Languages"	**Description**

OER Commons

https://www.oercommons.org/browse?batch_size=20&sort_by=title&view_mode=summary&f.general_subject=language-education-esl

In the **OER Commons** 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 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	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.
https://www.iris-database.org/ iris/app/home/ index;jsessionid=056D6711E2 A787B8B24BB6D0E879A08E	

MERLOT **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 **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.

LibreTexts libraries are	*LibreTexts libraries* 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.
https://human.libretexts.org/ Bookshelves/Languages	
Open Textbook Library	The *Open Textbook Library* 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.
https://open.umn.edu/ opentextbooks/subjects/ languages	

TED-ED *https://ed.ted.com/series/?series=playing-with-language*	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.
EdX *https://www.edx.org/*	Offers online language courses for free, allowing the participants to obtain a valid certification they can purchase.

Teaching Commons	Brings together high-quality open educational resources from leading colleges and universities. Includes open access textbooks, course materials, lesson plans, multimedia, and more.
https://teachingcommons.us/	

Table 1. 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 2).

Media Repositories			
Source	Description	Content	Website

europeana	*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.*	*Images*	*www.europeana. eu/*
flickr	*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.*	*Images, video*	*www.flickr.com/ creativecommons*

openphoto	*A moderated photo community with over 3000 CC licensed photos in various categories.*	*Images*	*http:// openphoto.net*
TROVE	*Australian themed images hosted by the National Library of Australia. Some images are CC licensed.*	*Images*	*www.trove.nla.gov.au*
ph	*Free of copyrights under CC0.*	*Images*	*https:// pxhere.com/*
pixabay	*Over 2.4 million+ high quality stock images, videos and music*	*images, videos and music*	*https:// pixabay.com/*

	CC sound remix tool and archive. All the music on ccMixter 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 2. Media Repositories.

HELPFUL TIPS

• Remember that there are several OER repositories where any educator can search for open media resources (i.e., images, video, audio) across many repositories.

Example 1: *"Open Washington - Open Educational Resource Network"* (fig.1) is s an open educational resources (OER) network dedicated to providing easy pathways for faculty to learn, find, use and apply OER in any instructional setting. This OER network is developed for the Washington State Community and Technical College (WA CTC) faculty.

Figure 1. Searching in Open Washington - Open Educational Resource Network (https://www.openwa.org/find-oer/)

Example 2: *"Wikimedia Commons":* is a media file repository making available public domain and freely licensed educational media content (images, sound and video clips) to everyone, in

their own language. The repository is created and maintained by volunteers: https://commons.wikimedia.org/wiki/Main_Page

Learning Activity 2

Finding videos and images that are licensed to reuse in your language classroom isn't always easy. Watch the following video which will help you explore easier ways to search for openly licensed videos and images in specific repositories. Next, visit vimeo.com/creativecommons and find a video for your language course using the right keywords and choosing the "Attribution License" option. This is the most accommodating of licenses offered as you only need to attribute the creator of the OER.

Video: "Open Educational Resources (OER): Where to Find Videos and Images" by Michigan Virtual

Additional Resources

->Check here (http://www.openwa.org/module-6-2/) a complete step by step guide on how to find CC license images, videos and other openly accessible materials using the *"Open Washington - Open Educational Resource Network".*

How to find a CC licensed video

First, we'll find a video with a CC license. Please follow the steps below:

Step 1

Click on the **FIND OER** tab on the main menu. Once there, you'll find a link to our OER Resource Repository.

->Watch this tutorial on how to use the *OER Commons: Advanced Search* service!

Video: "OER Commons: Advanced Search Tutorial" by iOERs

Module 4: Evaluating a Language OER

4.1 Why is it important to evaluate a Language OER?

"Evaluating a Language OER" by *OPENLang Network* licensed under CC BY 4.0.

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.
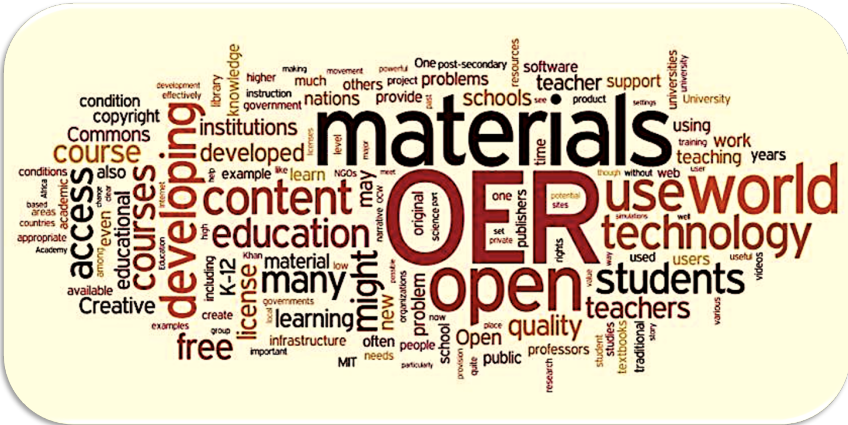
4.2 How can I evaluate a Language OER?

Finding a language OER of good quality is a big challenge. Well-known OER repositories (i.e., OER Commons, MERLOT, Open Textbook Library) go through peer-review to ensure the quality of the resources as in the case of traditional course materials. That means that there is a team of experts who are reviewing and evaluating every OER based on specific quality criteria before it is published online. This is a good way to reassure the OER's quality. In many cases, OER repositories state their peer-review processes as well as provide the reviews online (i.e. MERLOT). It is important to note whether or not an OER has gone through peer-review when evaluating the resource before you choose to use it in your language course.

OER repositories often offer the possibility of OER's open evaluation by their users (i.e., OER commons, MERLOT) or provide a combination of initial peer-review or required criteria for inclusion in addition to open evaluations by users.

Example 1: In the case of OER commons the users can evaluate a resource by rating it, adding a comment (fig. 1) or using the online evaluation tool created by *Achieve* tto allow users to apply specific rubrics in order to evaluate the quality of instructional resources (fig.2) In fact *Achieve* partnered with *OER Commons* and developed eight rubrics in collaboration with leaders from the OER community.
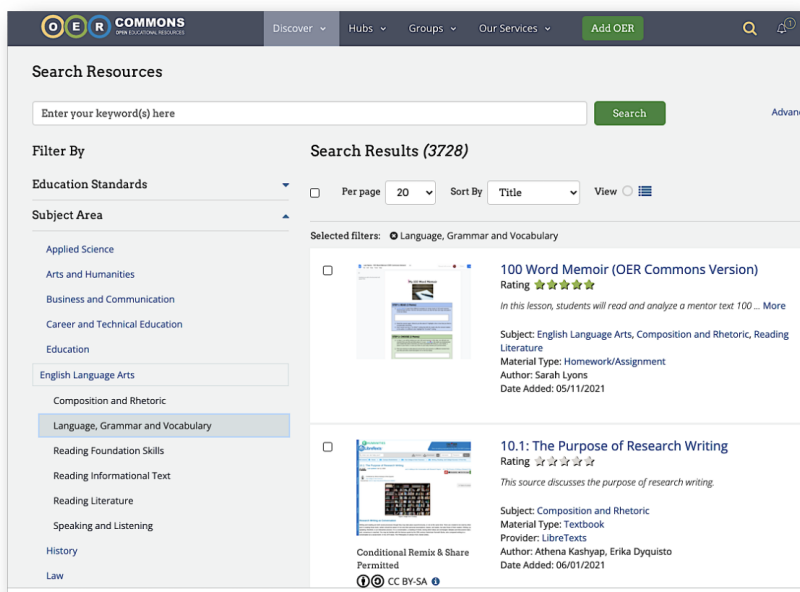
Figure 1: OER commons Search results for subject English Language Arts Source: https://www.oercommons.org/browse?f.general_subject=english-language-arts
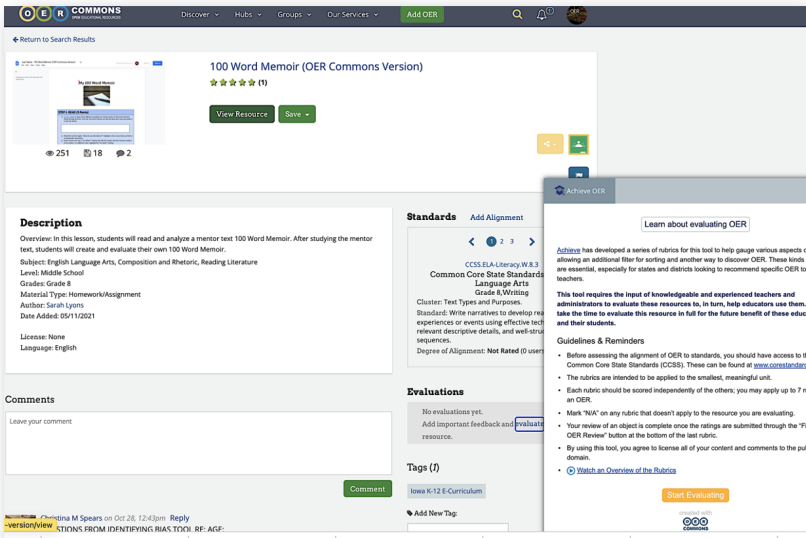
Figure 2: OER Commons: Sample of a language OER showcasing OER Common's evaluation options Source: https://www.oercommons.org/courses/100-word-memoir-oer-commons-version

Example 2: Textbooks in the *Open Textbook Library* are considered open because they are free to use and distribute, and are licensed to be freely adapted or changed with proper attribution. proposes specific criteria for publishing open books on their platform. The criteria for including new textbooks in the Open Textbook Library are the following (fig. 3):

Four criteria for inclusion:
✓ Openly licensed to allow for editing
✓ Complete textbook in a portable file
✓ Institutional or scholarly society affiliation, or used in more than one location
✓ Original (unless it's a major overhaul for a new audience)

Figure 3 : OER Inclusion criteria of Open Textbook library

You can find more related info here (https://open.umn.edu/opentextbooks/books) and/or you can watch the following video that is an overview of the library's history, criteria, book records and navigation.
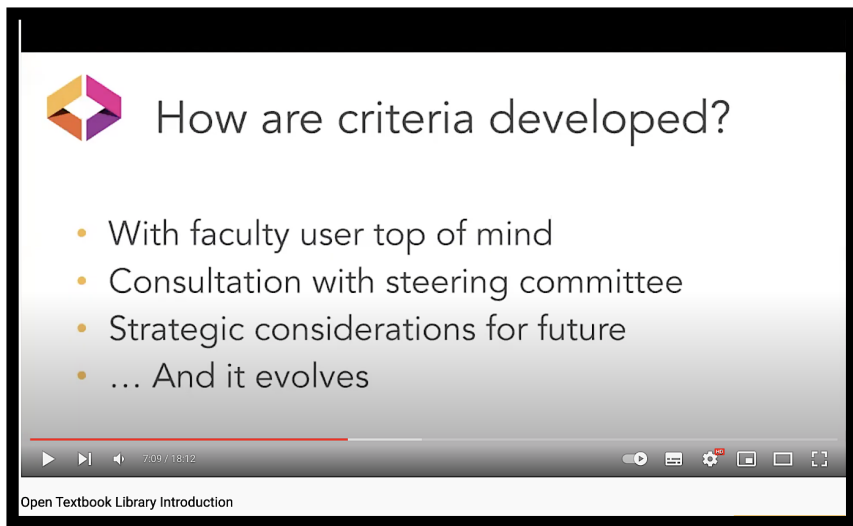
Video: Open Textbook Library Introduction
Source:https://www.youtube.com/watch?v=m3DhQLX7Lnk

University of Michigan, Yale University, and other higher education institutions of high reputation provide open access to OERs which are developed and/ or used at their institutions. Whether or not they are peer-reviewed, their inclusion on the institutions' website indicates that the resources being used by the community of their teachers and it is an important quality criterion.

Learning Activity 3
Evaluate a language OER! : You are invited to:
a) visit the "OER Commons" advanced research page:
https://www.oercommons.org/advanced-search,
b) enter keywords and use the search filters to find a language OER of your preference,
c) explore its content &

d) finally, evaluate it. You can add your rating, your comment and/ or you can evaluate the OER by using the evaluation rubric that is proposed by the *OER Commons* repository.
 Did you find the language OER that you were looking for?
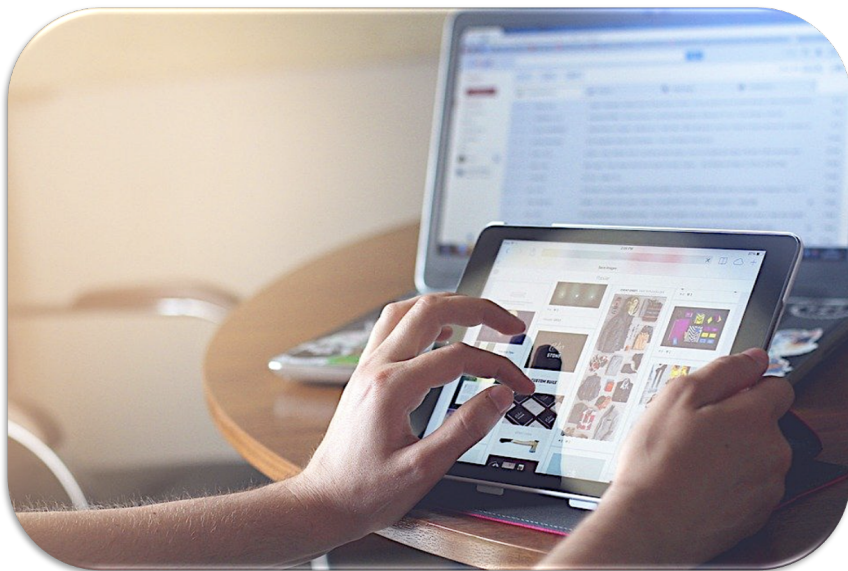
Evaluation Tools for Language OER

If you wish to evaluate a language OER you can use various evaluation tools which are based on specific evaluation criteria. There is a vast research work on OER's evaluation as well as a variety of rubrics and evaluation OER tools proposed or adopted by different OER repositories (i.e., *Achieve rubric* adopted by *OER commons* as it was aforementioned*)*.

However, 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.).

The "OPENLang OER Evaluation Checklist"

In this module you will explore and test the *"OPENLang OER Evaluation Checklist"* which has been created in the context of the *"OPENLang Network project"* in order to address the needs of language teachers who wish to control the quality of language

OERs that they plan to use in different ways. These resources may be shared with a wider audience or a specific language teachers' community or they may be used 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). You can get more information about this research work in the e-Toolkit for Language OERs.

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"* 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.

How to use the *"OPENLang OER Evaluation Checklist"*: You can fill out your scores in the following rubric; score 1 (=somewhat disagree), 2 (=somewhat agree) or 3 (=stongly agree), to each statement presented in each of the following categories. In case the score you wish to give is 0 (strongly disagree) you don't tick any of the three boxes.

OPENLang OER Evaluation Checklist

1. CONTENT	SCORE 1-2-3		
❑ The Lang OER fits the educational purpose (e.g. target language, students' proficiency level);			
❑ The Lang OER is credible (Certified, accurate, correct, objective, good reputation of author and organization);			
❑ The Lang OER is current, updated and updatable/reusable;			
❑ The Lang OER is authentic, useful & practical, (Applicable, experiential, pragmatic);			
❑ The Lang OER is interactive;			
❑ The Lang OER is adaptive, varied & flexible;			
❑ The Lang OER is clear/comprehensive/coherent;			
❑ The Lang OER's quantity is appropriate/sufficient;			
❑ The Lang OER is interlinked with other resources.			

2. PEDAGOGY	SCORE
☐ 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);	
☐ 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);	
☐ 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);	
☐ The Lang OER proposes one or more types of assessment (peer review, self- assessment, teacher- assessment);	
☐ The Lang OER offers information about the mode of learning (i.e., blended, fully online, face-to-face).	
3. DESIGN	SCORE
☐ The Lang OER's design has nice aesthetics;	
☐ The Lang OER's design has appropriate & consistent format;	
☐ The Lang OER 's design uses the appropriate Multimedia (i.e., video & audio of high quality), Augmented, Virtual, Immersive &/or Mixed Reality.	
4. USABILITY	SCORE
☐ The Lang OER is easy to access/accessible;	
☐ The Lang OER is easy to save, download, and install;	
☐ The Lang OER is easy to use it;	
☐ The Lang OER is easy to extend it;	
☐ The Lang OER is easy to interact with it;	
☐ The Lang OER is easy to navigate (i.e., predictability, interface help features)	
☐ The Lang OER is inclusive and non-discriminating.	

5. OPENNESS	SCORE		
❑ The Lang OER is open to find (Seek, locate, discover);			
❑ The Lang OER is open to access (view, watch, read, listen, hear);			
❑ The Lang OER is open to store (Save, retain, download, copy, duplicate, print);			
❑ The Lang OER is open to use (Control, manage, select);			
❑ The Lang OER is open to create (Design, develop, produce, construct, modify, alter, change, adapt, revise, translate, mix, integrate, combine);			
❑ The Lang OER is open to Interact (Communicate);			
❑ The Lang OER is open to Collaborate (Cooperate, Co-Create);			
❑ The Lang OER is open to Evaluate (Assess, review, critique, rank);			
❑ The Lang OER is open to Share (Distribute, teach, publish, display, show)			
❑ The Lang OER is open to abandon (free to quit, drop out, leave, depart) without any penalties, charges, fines, obligations, punishments etc.;			
❑ The Lang OER is at open at cost restrictions (allows anyone to participate at no cost);			
❑ The Lang OER is an open place (allows anyone to participate from anywhere);			
❑ The Lang OER is open to time restrictions (allows anyone to participate anytime).			
6. TECHNOLOGY	SCORE		
❑ The Lang OER is interoperable & compatible;			
❑ The Lang OER is compliant to Standards;			
❑ The Lang OER is self-sufficient (No need for extra technology);			
❑ The Lang OER offers security, safety & privacy;			
❑ The Lang OER offers mobile design (Responsive - Adaptive);			
❑ The Lang OER offers a good platform with reliable Interaction speed;			
❑ The Lang OER is interconnected with other OERs;			
❑ The Lang OER is co-existent (smoothly integrated) with other SW & HW;			
❑ The Lang OER offers tech support;			
❑ The Lang OER offers metadata;			
❑ The Lang OER offers Tools for editing, co-creating, peer reviewing, interacting, communicating & collaborating, etc.;			
❑ The Lang OER offers customization services;			
❑ The Lang OER offers assessment, badges, &/or automated certifications.			

Figure: "OPENLang OER Evaluation Checklist" (Perifanou & Economides, 2020)

Learning Activity 4
Try out the "OPENLang OER Evaluation Checklist": You are invited to visit the MERLOT OER repository (fig.4). After you search and find a language OER of your choice, evaluate it using the *"OPENLang OER Evaluation Checklist"*. Reflect how this evaluation process could help you find a quality language OER.

Figure 4: MERLOT OER repository. Source: https://www.merlot.org/merlot/

4.3 Extra OER evaluation tools

"Worldwide OER" by *OPENLang Network* licensed under CC BY 4.0.

As it was aforementioned there are various evaluation tools (i.e., rubrics, guides) that are available for OER's evaluation. You can find below other useful and well-known evaluation tools that you could use in order to check quickly the quality of your language OER:

UMGC OER Quality Guide: The OER Quality Guide produced by the University of Maryland Global Campus (UMCGC) is a tool to help evaluate the quality of OERs for use in any course. It examines resources through multiple lenses: compliance; content considerations; and technical factors. The UMGC OER Quality Guide Q&A offers additional information on this guide.

[BC Guide for Evaluating Open Education Resources:](#) This guide is a creation of the BCOER, a group of BC post secondary librarians working together to support the use of quality Open Educational Resources (OER). For more information about BCOER and its activities, go to open.bccampus.ca.

[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.

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.

Check the [OPENLang e-toolkit for Language OERs](#) to explore more OER evaluation tools!

Useful Tips

➔ Before you create or search for an OER and then evaluate it 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.

➔ 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

Learning Activity 5
Reflecting on the quality criteria for Language OERs: After exploring the various evaluation tools for OERs proposed in this module, reflect on which criteria are the most important evaluation criteria for language OERs.

Additional Resources

-> You are invited to watch this useful video that explains how to find resources on *OER Commons* and evaluate them using the *Achieve OER Evaluation Tool.* For more info visit the *Achieve's* channel (https://www.youtube.com/AchieveInc) to see more videos about the Evaluation Rubrics and how to apply them.

Video: *"Using OER Commons and the Achieve OER Evaluation Tool" by Achieve is licenced under CC BY 4.0*

Check also this really interesting article which analyses the role of open educational practice and culture by discussing the opportunities and dilemmas encountered in this rapidly evolving age of technology-enabled learning, as well as the key issues such as quality that must be addressed in opening up education**.** Ossiannilsson, E., Altinay, Z., & Altinay, F. (2016). Transformation of Teaching and Learning in Higher Education towards Open Learning Arenas: A Question of Quality. In P. Blessinger & T. Bliss (Eds.), Open Education: International Perspectives in Higher Education (1st ed., pp. 159–178). Open Book Publishers. http://www.jstor.org/stable/j.ctt1sq5v9n.13

Open Education: International Perspectives in Higher Education

Patrick Blessinger

TJ Bliss

Copyright Date: 2016

Edition: 1

Published by: Open Book Publishers

Pages: 378

OPEN ACCESS

References

Krajcso, Z. (2016). Classification and quality criteria for Open Educational Resources in the field of foreign language learning. Journal of Language and Cultural Education, 4(1), 48-59.

Perifanou, M. & Economides, A.A. (2020). Quality Framework for Language OERs. Research report, OPENLangNet project. https://www.openlangnet.eu/outputs/

Learning Activity 6
2nd WEEK_ DISCUSSION FORUM ACTIVITY
"Discovering Language OERs" **:** In the second week's study unit you are advised to post in the Discussion Forum and interact with members of our OER learning community. This task has two parts: In the first part you are kindly invited to visit the homepage of the *OPENLang Network* platform, select the *"Recommended Language OER"* service in which you can explore the collection of   language OERs recommended by the *OPENLang Network* project team. You are kindly invited to search for one or two language OERs that you could use in your language course using specific filters (i.e. language of the OER,

type of resource, proficiency level, etc.). In the second part you are invited to evaluate the language OER you found taking under consideration the OER evaluation criteria proposed by *"OPENLang OER Evaluation Checklist"* and finally share in the forum your opinion for the resources that you have found and evaluated!! Don't forget to give feedback to the other members of our language teachers' OER community!!

Week 2 Quiz: Test your Knowledge

Do you want to test your knowledge on Modules 3 & 4? Take now the Week 2 Quiz!

Module 5: Using, Creating and Sharing a Language OER

Welcome to the third week of the MOOC "Exploring how to (re)use Language Open Educational Resources (OERs)" organised by the OPENLang Network team!!

In this Module 5 you are warmly invited to study how to use, create and share a Language OER!

By the end of the 5th module you will be able to:
- Briefly describe ways of how a teacher can use an OER in the language classroom
- Identify the main steps of the OER creation process
- List key considerations to keep in mind before adopting a language OER

- Create your language teaching materials and share them as an OER
- Make your language OER available to a broader audience
- Test your knowledge

"Tree Language OER" by *OPENLang Network* is licensed under CC BY 4.0

5.1 Using a Language OER

As you have studied in the previous modules there are various OER repositories as well as specific tools and platforms that can help you discover an appropriate language OER for your classroom. Once you have finally found the language OER that you were searching for 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 language classroom include:

- 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.

You can also check the *TIPS Framework* version 2.0. (Kawachi, 2014) which includes the following criteria for teachers on how to use OER (Fig.1).

Figure 1. Criteria for teachers on how to use OER (Based on Kawachi, 2014, p. 6-8).

Learning Activity 1

Reflect on Kawachi's (2014) proposal for teachers on how to use OERs and think if you agree and if there are more criteria that you could add in the proposed criteria list.

Additional Resources

->Watch the following video in which Dr. Bruce Wilson discusses the benefits of implementing Open Education Resources (OER) in the online classroom. Through collaboration with CDL instructional designers, Dr. Wilson has been able to utilise OER to deliver a more accessible, affordable, and seamless learning experience to his students.

Video. [Tips for Faculty, from Faculty: OER Implementation](#) by the University of Central Florida's [UCF Digital Learning](#)

->Watch also the professional webinar "*OER 101: Finding and Using Free Resources in your Classroom*" organised by the *CALL Interest Section - TESOL* in which Christine Sabieh, Nellie Deutsch, Charity Davenport, and Sharon Tjaden-Glass discuss on how to discover and use language OER.
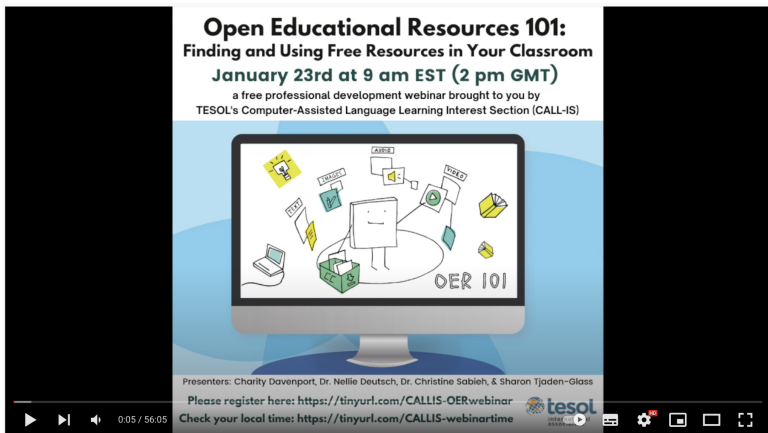
Video. [CALL-IS Webinar - OER 101: Finding and Using Free Resources in your Classroom](#) by the [CALL Interest Section - TESOL](#) licensed under a [CC BY 4.0](#) International license

References

Kawachi, P. (2014). Quality assurance guidelines for Open Educational Resources: TIPS Framework, Version-2.0. Commonwealth Educational Media Centre for Asia New Delhi. Retrieved from http://oasis.col.org/bitstream/handle/11599/562/TIPSFramework_Version%202%5b1%5d%20Copy.pdf?sequence=1&isAllowed=y

Shank, J. D. (2014). Interactive open educational resources: A guide to finding, choosing, and using what's out there to transform college teaching. Retrieved from: https://open.bccampus.ca/files/2014/07/Faculty-Guide-29-mar-15.pdf

5.2 Creating an OER for language learning

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?

The figure (Fig.2) below presents the key aspects teachers should consider before starting the process of creating an OER.
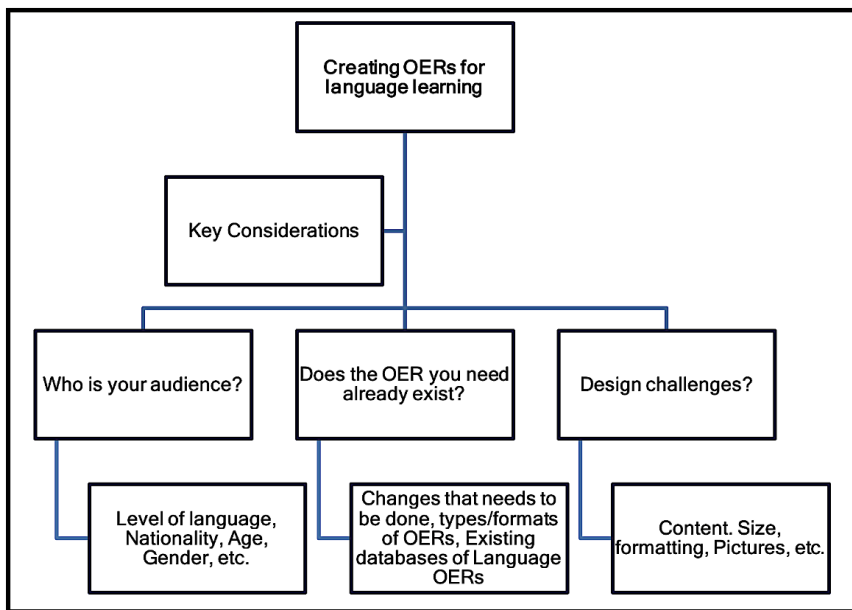
Figure 2. Key aspects teachers should consider when creating an OER

Useful Tips on how to create a language OER:

Check below some useful tips on how to create a language 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, 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.

Learning Activity 2
Watch the following video that presents useful tips for instructors on creating OER and find the 4 basic tips proposed by Jung & Hong (2016).

Video. [Creating Open Educational Resources: Tips for New Creators](#) by Abbey Elder is licensed under a [CC BY 4.0](#) International license

Tech tools for creation of language OERs

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" (fig. 3) 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!

Figure 3. ECML Inventory of `Tools platform

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 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 language 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 1) you can find few selected examples:

Software / Link	Description/ Review
Kahoot **Kahoot!** Create learning games **https:// kahoot.com/**	https://www.ecml.at/Resources/ InventoryofICTtools/tabid/1906/ InventoryID/97/language/en-GB/ Default.aspx *Kahoot is* 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.

Audacity **https://** **www.audacityte** **am.org/**	https://www.ecml.at/Resources/ InventoryofICTtools/tabid/1906/ InventoryID/4/language/en-GB/ Default.aspx ***Audacity*** 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.

PBWORKS **http://** **pbworks.com/**	https://www.ecml.at/Resources/ InventoryofICTtools/tabid/1906/ InventoryID/39/language/en-GB/ Default.aspx **PBworks** 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.

Tôônyᴛôôl **https:// www.toonytool. com/**	https://www.ecml.at/Resources/InventoryofICTtools/tabid/1906/InventoryID/177/language/en-GB/Default.aspx ***Toony Tool*** 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. Evaluation: This is a great resource for making cartoons, comics and memes. It's best suited for younger students

padlet https:// padlet.com/	https://www.ecml.at/Resources/InventoryofICTtools/tabid/1906/InventoryID/89/language/en-GB/Default.aspx *Padlet* 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 their students. The generated link can be also uploaded to any OER repository and teachers can also add the license of their preference.

POWTOON make it awesome **https:// www.powtoon.c om/home/?**	***PowToon*** 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 *PowToons.* 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.
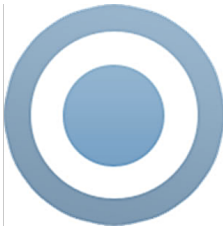
Screencast-o-Matic https:// screencast-o- matic.com	https://www.ecml.at/Resources/InventoryofICTtools/tabid/1906/InventoryID/152/language/en-GB/Default.aspx *Screencast-O-Matic* is a tool that allows teachers to create videos, edit them and share. With Screencast-o-Matic you can make short videos by 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. 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.

Table 3. Selected tools presented in the "ECML Inventory of `Tools"'s platform

Learning Activity 3
Visit the "ECML Inventory of `Tools"' platform, use the search filters to find a tool (i.e. audacity) in order to create an audio language OER. Watch the video tutorial of the tool, create the audio OER and then upload this to an OER repository of your choice.

Other tools that language teachers can use to create their own digital materials are *OER author tools* offered by specific repositories such as the 1) *"OER commons OpenAuthor" (fig. 4)*; 2) the OER development tool by *MERLOT, 3) "OpenStax CNX" by RISE university* or on specific websites like 4) *Wikieducator*.

Example 1: *OER Commons: Open Author*
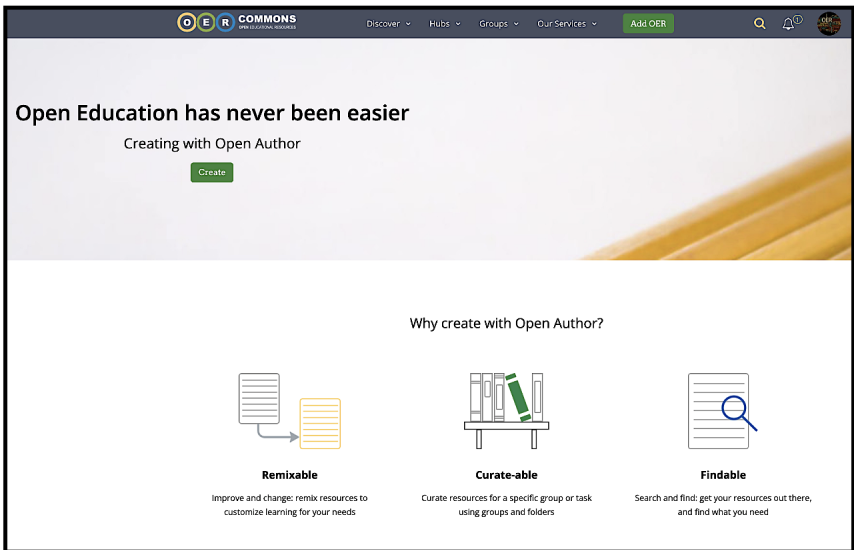
Figure 4: OER Commons's Open Author Source: https://www.oercommons.org/authoring-overview

The *Open Author* is an easy to use online development tool of OER Commons, created in 2007 by the Institute for the Study of Knowledge Management in Education (ISKME). Watch the

following video for *OER Commons' Open Author* to learn more about authoring and remixing open resources using *ISKME's OER Commons* teaching and learning network and tools.

Video: [How to Use Open Author on OER Commons](#) by [ISKME](#) licensed by [CC BY-NC-SA 4.0](#)

For more info check this [useful guide](#) on the use of *OER Commons Open Author*

Example 2:
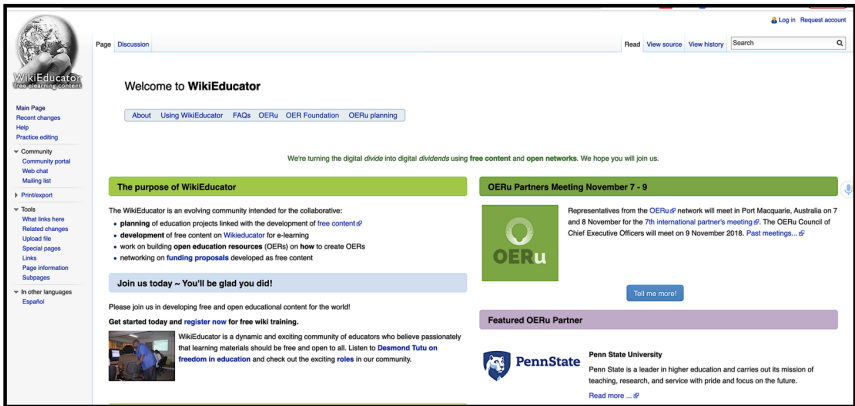
Figure 5: WikiEducator. Source:https://wikieducator.org/Main_Page

[WikiEducator](#) is an international wiki community and home for [OERu course](#) development. For example, the materials for this course were developed and are hosted on the *WikiEducator website*. The *WikiEducator* community aims to develop open content resources in support of all national curricula. This represents a return to the core values of education, namely to share knowledge freely. You can watch the following webinar organised by the CALL Interest Section - TESOL in which Nellie Deutsch is presenting Wikieducator and describes how language teachers can use it in an efficient and creative way.
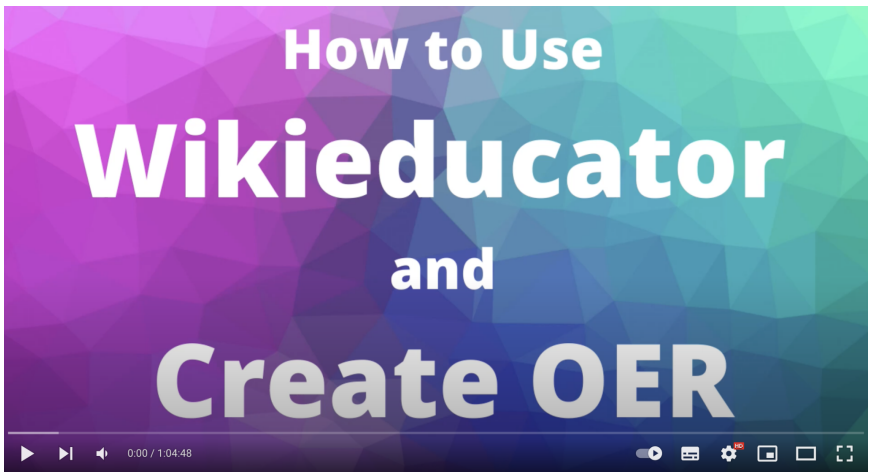
Video: [How to Use Wikieducator and Create OER](#) by Nellie Deutsch for [CALL Interest Section - TESOL](#) licensed by CC BY-NC-SA 4.0

- If the OER were originally created by *Open Author in OER Common*, and have been given use licenses that allow for their editing and remixing, you could use the "remix this resource" option to copy and edit an *Open Author* resource.
- If you have found OER to adapt or remix, you should first check to see if there are any built-in authoring tools available from the repository where you found the OER.
- What do we mean by localisation and OER? It refers to the process of taking educational resources developed for one context and adapting them for other contexts (i.e., how to make OER content usable and adaptable to meet your local needs)

Learning Activity 4

The *OpenStax CNX*, formerly called Connexions, is a global repository of educational content provided by volunteers. The open source platform is provided and maintained by *OpenStax*, which is based at Rice University.

You are invited to visit the *OpenStax CNX platform* and create your own Module or edit modules within one of your Work Areas. There are two ways to create modules:

a) Create a new module from scratch or
b) Create an adaptation of an existing module in the repository.

You can check this step by step online guide in order to be informed about the procedure of creating your language OER from scratch or to adapt an existing language OER. (Examples)

Figure 6: OpenStax CNX: Create adaptations of existing OpenStax CNX : Tutorial

Additional Resources

->Check this list of free and/or open source OER Tools that you can use to create, adapt or remix OER of different types, curated by the Empire State College's library.https://subjectguides.esc.edu/OER/oerauthoringtools

*Figure 7: "*A list of free and/or open source OER Tools" curated by the Empire State College's library. Source: https://subjectguides.esc.edu/OER/oerauthoringtools
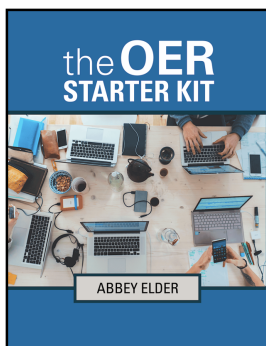
The OER Starter Kit (eBook) by Abbey Elder. Don't forget to check also this resource from Iowa State University's Open Access Librarian.

This starter kit has been created to provide instructors with an introduction to the use and creation of open educational resources (OER). The text is broken into five sections: Getting Started, Copyright, Finding OER, Teaching with OER, and Creating OER. Although some chapters contain more advanced content, the starter kit is primarily intended for users who are entirely new to Open Education. [Version 1.1. Revised September 5th, 2019.]The OER Starter Kit by Abbey K. Elder is licensed under a Creative Commons Attribution 4.0 International License, except where otherwise noted.

The **Adaptation Guide** by Lauri M. Aesoph: This is a practical reference about how to customize — or adapt — an open textbook so that it better fits your needs in the classroom and elsewhere. This guide defines the term adaptation and discusses reasons for revising a book, why this is possible with an open textbook, and the challenges involved.
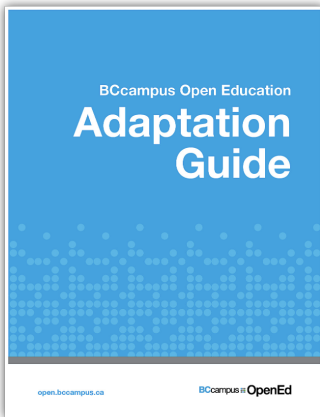
The Adaptation Guide by BCcampus is licensed under a Creative Commons Attribution 4.0 International License, except where otherwise noted.

References

Aesoph, L.M. (2016). *Adaptation Guide*. Victoria, BC: BCcampus. Retrieved from https://opentextbc.ca/adaptope

Elder, A.K. (2019). The OER Starter Kit. Ames, IA: Iowa State University Digital Press. DOI: https://doi.org/10.31274/isudp.

5.3 Sharing your OER for language learning

Where can I share language OERs?

According to Butcher (2015), someone could share OERs in the following places (Fig.8):

- **Institutional repositories:** Many organisations (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.9). 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.
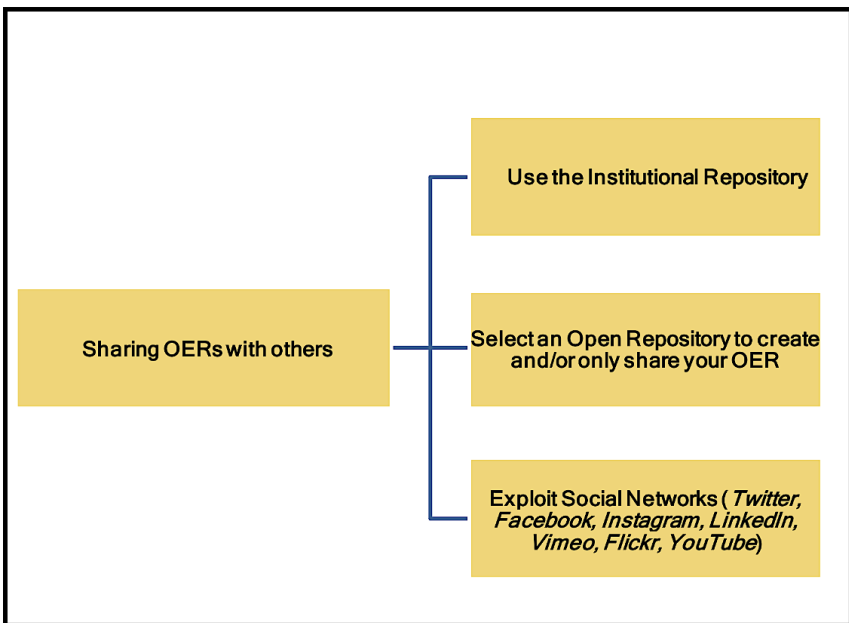
Figure. 8 How to share OERs with others. Representation inspired by Butcher (2015).

Figure 9. Share OERs with others using a Creative Commons platform.

Learning Activity 5
You are invited to upload your own language OER on the *SlideShare* cloud platform. It allows you to upload *Powerpoint* presentations, which you can then embed in any blog, web page, or online course and you can choose a Creative Commons license.

-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.

Learning Activity 6
Watch the following video in which Samuel Adams is describing how a language teacher can finalise and publish an OER to the OER Common's platform. This is a step-by-step guide to the sharing of an OER Commons lesson plan project that was created in the context of the Teacher Exchange Program at Temple University in 2019.

Try to publish your own language lesson on the OER Commons platform!!

Video: OER Commons Publish by Samuel Adams

Additional Resources
->Find out more about the rationale and outcomes of OER remix in this article: 'An OER online course remixing experience' (Mallison, B.J & Krull, G. E.) OpenPraxis, 2015, 7 (3).

->Explore this interesting [module on how to create and share language OERs](#) of the OER guide created by the *OpenLearn* by the *Open University* of UK.

Figure 10.[*'Remixing is tasty'*](#) *by Gideon Burton,, CC BY SA 2.0)*
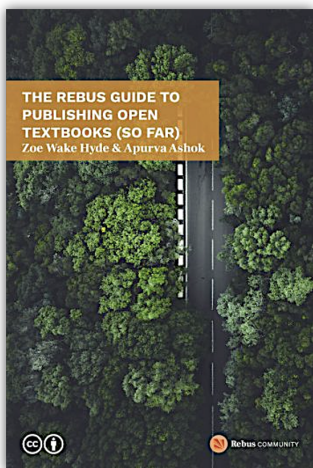
Check also the **Rebus Guide to Publishing Open Textbooks (So Far)** by Apurva Ashok and Zoe Wake Hyde **:** This is a living repository of collective knowledge, written to equip all those who want to publish open textbooks with the resources they need. This Guide is a book-in-progress and will evolve and grow over time. Join the project discussion and help shape its development!

The Rebus Guide to Publishing Open Textbooks (So Far) by Apurva Ashok and Zoe Wake Hyde is licensed under

a , except where otherwise noted.
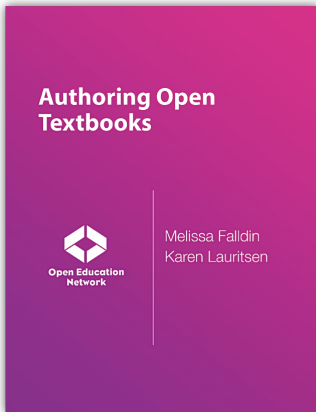
A very interesting book to explorer is **the Authoring Open Textbooks** by Melissa Falldin and Karen Lauritsen: This guide is for faculty authors, librarians, project managers and others who are involved in the production of open textbooks in higher education and K-12. Content includes a checklist for getting started, publishing program case studies, textbook organisation and elements, writing resources and an overview of useful tools.

References
Butcher, N. (2015). A basic guide to open educational resources (OER). Commonwealth of Learning, Vancouver and UNESCO. Retrieved from http://oasis.col.org/handle/11599/36

Learning Activity 7
3rd WEEK_ DISCUSSION FORUM ACTIVITY:
"Creating and sharing a Language OER"
One more study week has been completed!! You are advised to post in the Discussion Forum and interact with members of our OER learning community!!

This task has two parts: In the first part you are kindly invited to start a discussion on the tools or platforms that you use or would like to use in order to create and share your language OER.

Suggest & share language OER

In the second part, you are invited to suggest and share a language OER that you have created or you have discovered on the internet, on the OPENLang Network page "Share & Create language OER". How was the uploading process?

Don't forget to give feedback to the other members of our community!!

Week 3 Quiz: Test your Knowledge

Do you want to learn more about the use and creation of a language OER? Read the 5th section of the Language OERs: E-TOOLKIT by the OPENLang Network and then test your knowledge with the Week 3 Quiz!

Module 6: Copyright and Open Licensing

Welcome to the fourth week of the MOOC "Copyright and Open Licensing"!!

In this Module 6 you are warmly invited to study about copyright and open licensing.

By the end of the 6th module, 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

"Using The Strength Of Copyright To Share" by Giulia Forsythe licensed under CC 0

6.1 What is Copyright?
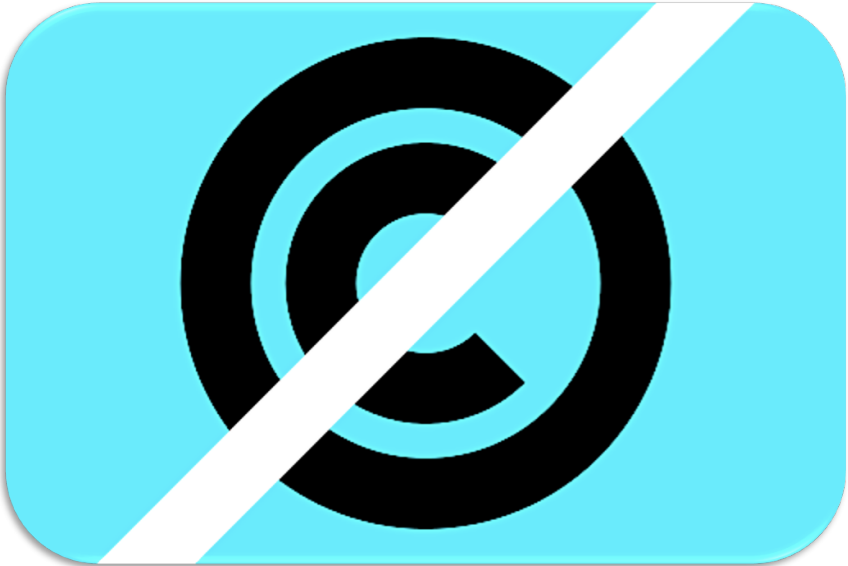
"[Copyright abolition flag](#)" by OpenSofias, licensed by [CC01.0](#)

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). In fact, copyright limits a user's ability to modify in any way, re-use, share, or copy content. The user has the right to use only the purchased copy for one's personal use while all the rights of the content are reserved to the publisher.

On the other hand, open licensing such as *Creative Commons licenses* allow authors and publishers to decide which rights they want to share with users and in fact they describe to the users how they can use what they have created. That means that 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 module gives an outline of the Creative Commons (CC) as this is the most widely used licensing system.

 -> Remember that when a work has no copyright protection it enters the **public domain**. That means that anyone can use this resource, modify and publish it without any permission or restriction.

-> Explore also what happens in the case of **fair use** that permits a party to use a copyrighted work without the copyright owner's permission for purposes such as criticism, comment, news reporting, teaching, scholarship, or research. Some teachers are under the impression that because they work in education, they're allowed to use images, videos, audio, text etc. however they'd like. They assume this is considered "fair use". Remember that all the content you find and want to use isn't free to use just because you're a teacher or a student. It's important to note that this might depend on where you live.

-> Download the *Fair Use Checklist*: The Checklist and the intro is licensed by a Creative Commons Attribution License with attribution to the original creators of the checklist Kenneth D. Crews (formerly of Columbia University) and Dwayne K. Buttler (University of Louisville).

Learning Activity 1
Watch the following video and reflect on what is the difference between copyright, open licences and fair use.

Video: "Understanding Copyright, Public Domain, and Fair Use" created by GCFLearnFree.org

References

Copyleft Attitude. (2007). Free Art License 1.3. Retrieved from http://artlibre.org/licence/lal/en/

Free Software Foundation. (2008). GNU Free Documentation License. Retrieved from https://www.gnu.org/licenses/fdl.html

Crews K. D.. *Fair Use.* Columbia University Libraries. https://copyright.columbia.edu/basics/fair-use.html

Stim, R. (27 March 2013). Copyright basics FAQ. Stanford Copyright & Fair Use Center, Stanford University. Retrieved 8 January 2021 from https://fairuse.stanford.edu/overview/faqs/copyright-basics/

Check the chapter "Copyright and Open Licensing" by Royce Kimmons https://edtechbooks.org/k12handbook/copyrigh

6.2 What is a Creative Commons license?

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.

Watch the following video to get all the basic information about what Creative Commons licenses are.

Video: [Creative Commons - CC Kiwi (English)](#) by Creative Commons Aotearoa New Zealand is licensed under a Creative Commons Attribution 3.0 New Zealand (CC BY) license. The video was made with support from InternetNZ and is a project of the Royal Society of New Zealand. Produced by Mohawk Media.

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. 1) 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. Types of Creative Commons Licenses (Butcher, 2015)

https://www.oerknowledgecloud.org/archive/

2015_Butcher_Moore_Understanding-OER.pdf

Attribution (BY)	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.
ShareAlike (SA)	Reproduction of the original work is allowed only under the same license terms.
NonCommercial (NC)	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.
NoDerivatives (ND)	The work cannot be altered or "remixed." without explicit permission from the creator, limiting its redistribution to identical copies.

Figure 2. 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. 3):
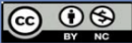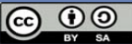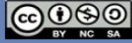
Licence	Symbols	Type of use	You can
Attribution (BY)		Commercial and non-commercial	• Copy; • Adapt or modify; • Redistribute (publish, display, publicly perform or communicate the work); and • License to others.
Attribution-Noncommercial (BY-NC)		Non-commercial only	• Copy; • Adapt or modify; • Redistribute (publish, display, publicly perform or communicate the work); and • License to others.
Attribution-Share Alike (BY-SA)		Commercial and non-commercial	• 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	• 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	• 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	• Copy; • Redistribute (publish, display, publicly perform or communicate the work) verbatim copies; and • License to others

Figure 3. "Creative Commons", by National Copyright Unit, n.d.)

Royal Society of New Zealand and Creative Common Aotearoa have created an infographic (Fig.4) that can support teachers to understand how the CC licences work by proposing a set of questions for each of the 6 CC licenses combination or conditions.

Figure 4. Creative commons poster by Royal Society of New Zealand and Creative Common Aotearoa licensed under CC BY 3. 0

Useful tips
 ->You can download a pdf of Kathleen Moore's poster (Fig.5) for CC commons for teachers and students here

Figure 5. "Creative Commons licences Overview for students and teachers" by Kathleen Morris is licensed under

-> Check the diagram below (Fig. 6) which shows the simple questions you need to ask yourself when finding and creating content for use with your learners and colleagues.

This section of the *Toolkit National Copyright Unit, Copyright Advisory Groups (Schools and TAFEs)* is an adaptation of 'OER Guidance for Schools (2014), by Björn Haßler, Helen Neo and Josie Fraser. Published by Leicester City Council, available under Creative Commons Attribution 4.0. This Toolkit is released under a Creative Commons Attribution 4.0 International Licence (CC-BY 4.0).
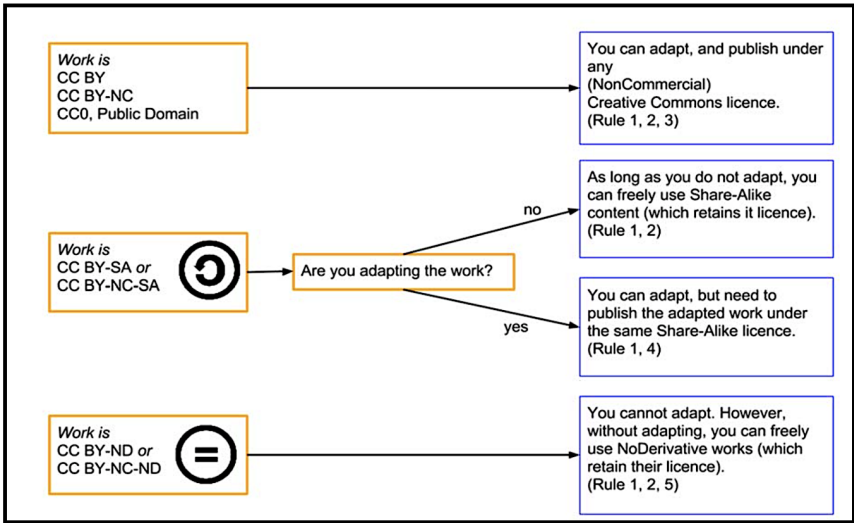
Figure 6. "Creative Commons licence pathfinder": Retrieved from the [Toolkit National Copyright Unit, Copyright Advisory Groups (Schools and TAFEs)](#), released under a Creative Commons Attribution 4.0 International Licence (CC-BY 4.0)

-> Remember that when you apply an open licence to your resource, this turns an educational resource into an Open Educational Resource (OER). But it is important to know which materials you have the right to license (i.e. openly licensed materials) and those that you do not have the right to licence (i.e. often third-party content).

Learning Activity 2: Understanding CC licences restrictions

Watch the following video which is intended to help you choose compatible resources and choose a valid license for your work. Suppose you are developing an open educational resource (OER), and you want to use some other OER within yours. If you create a derivative work by adapting or combining works offered under Creative Common licenses, you must not only follow the terms of each of the licenses involved, but also choose a license for your

work that is compatible with the other licenses. Can you find the less and the more restrictive license?

Learning Activity 3: Working with CC license
Task 1: Select an open language 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 you use?

Learning Activity 4: *"Creative Commons licence pathfinder"*
Check the *"Creative Commons licence pathfinder"* diagram and reflect: In which cases you are not allowed to adapt an OER?

Additional Resources
-> You can [download](#) Kathleen Morris' free eBook to learn the basics of copyright, Creative Commons and finding free images.
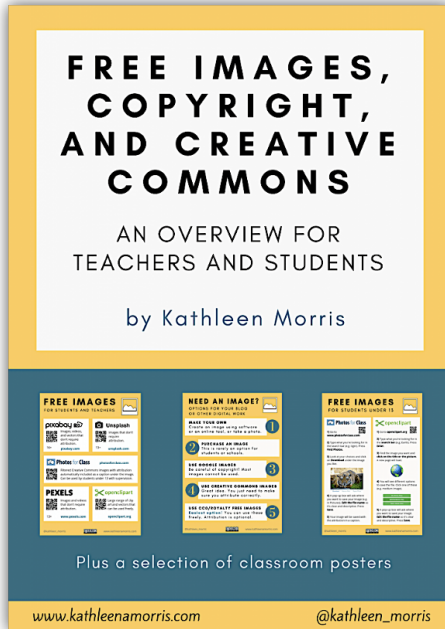
-> You are invited to watch the following interesting webinar in which Jennryn Wetzler, Assistant Director of Open Education at Creative Commons, brings a wealth of experience and describes how the use of open licenses and OER can be used to enhance teaching and learning. In this video is also explored the National Forum's Open Licensing Toolkit.

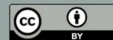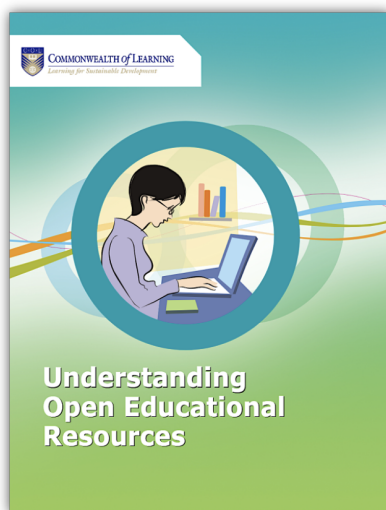*Video: [An Introduction to Open Educational Resources (OER) & Open Licensing](#) by [National Forum T&L](#) is licensed under [CC BY license 3.0](#)*

-> You are also invited to watch the following training session video that explains the basics of copyright and explores some issues surrounding copyright and Creative Commons licences.

The training video is designed to raise your awareness of copyright and other issues that may impact on your own content, or the content you may be accessing from other sites or areas for use in your OER. A presentation given by Bernie Attwell on 19 March 2012 in the context of the OERSCOREProject

Video:"[Characteristics of OER -- licences and rights (2012)](#)" by [OERSCOREProject](#)

Check also the chapter 2 "Copyright & Open Licensing" of the book: Butcher, N., & Moore, A. (2015). *[Understanding open educational resources](#)*. Commonwealth of Learning.
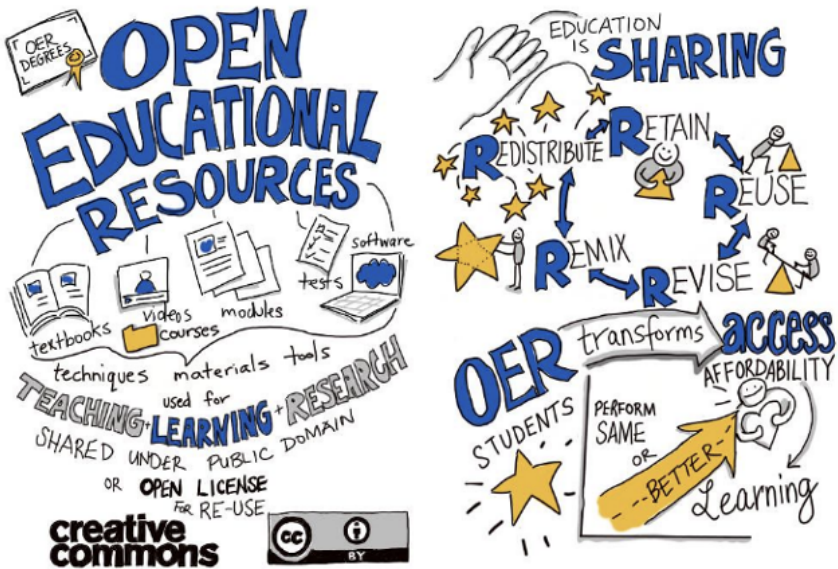
References

Butcher, N. (2015). *A basic guide to open educational resources (OER).* Commonwealth of Learning, Vancouver and UNESCO. Retrieved from http://oasis.col.org/handle/11599/36

Wang, C. (2008). Creative commons license: An alternative solution to copyright in the new media arena. Sydney University Press. Retrieved from http://www.archive.org

6.3 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. What is important is to know how to select the correct *Creative Commons* for your resource, how to display the *Creative Commons* licence on your resources and how to label third-party material in your OER.

You need to understand what each license permits you to do. For example, if you have adapted content under a Share-Alike licence to create your material, you'll need to use the Share-Alike licence for your material. Also, if you have adapted content under a NonCommercial licence to create your material, you'll need to use the same or another NonCommercial licence for your content.

Once you select a licence, the next step is to display this licence on your material. Regardless of the medium in which the material

appears, specific licence information is required: 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)

Example: Here is an example of an ideal attribution of a CC-licensed image by *Flickr* user Lukas Schlagenhauf provided by Creative Commons organisation here:

"Furggelen afterglow" by Lukas Schlagenhauf is licensed under CC BY-ND 2.0.

This is an ideal image attribution because it includes the:
- **Title**: "Furggelen afterglow"
- **Author**: "Lukas Schlagenhauf"—with a link to their profile page
- **Source:** "Furggelen afterglow"—with a link to the original photo on Flickr
- **License:** "CC BY-ND 2.0"—with a link to the license deed

How you attribute authors of the CC works will depend on whether you modify the content, if you create a derivative, if there are multiple sources, etc.

One ideal tool for helping you attribute your language content or the OER you want to use is the *"Open Attribution Builder"* developed and offered by *Open Washington*. More concretely, the *"Open Attribution Builder"* (Fig. 7) is an online tool that helps 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 7. "Open Attribution Builder" by Open Washington licensed under CC BY 4.0

A useful attribution tool that is offered by Wikimedia is the "Wikimedia Attribution Generator"
Example: If you are searching for an image for "Big Ben" the first step is to use the right keyword and search filters (licences, etc.) in order to find what you are looking for (Fig.8).

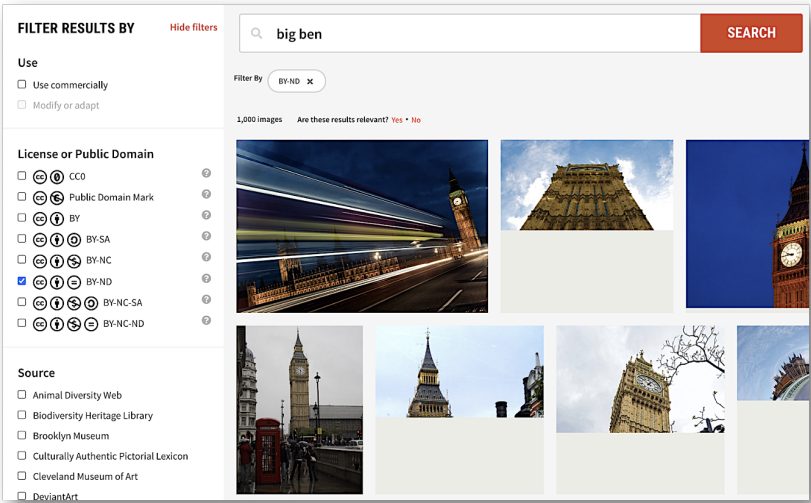*Figure 8. "Wikimedia Attribution Generator" Search for "Big Ben" image*

The next step is to choose the image that you prefer and the system automatically generates the image attribution description in 3 formats (rich text, html, plain text) that you can use in order to credit the creator of the image (Fig.9).
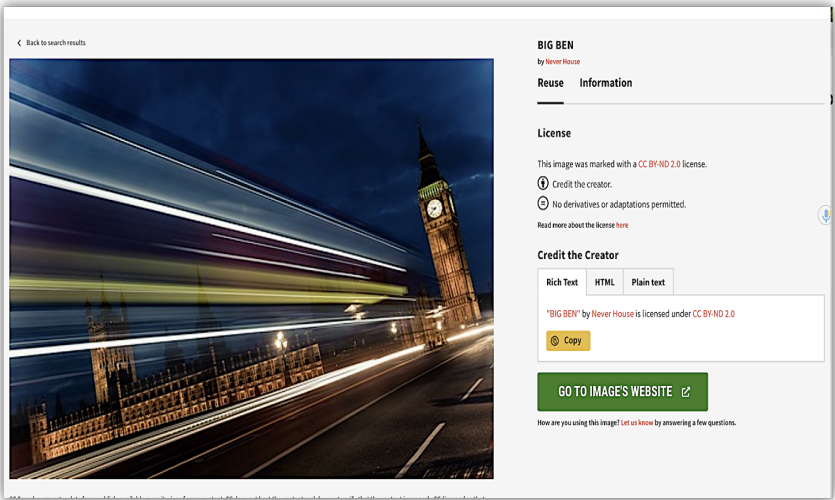

Figure 9. "Wikimedia Attribution Generator" Attribution for "Big Ben" image by Never House.

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" website (Fig.10) and use the *"License Chooser Tool"*. It will automatically generate the CC license icon and the notice based on your needs.
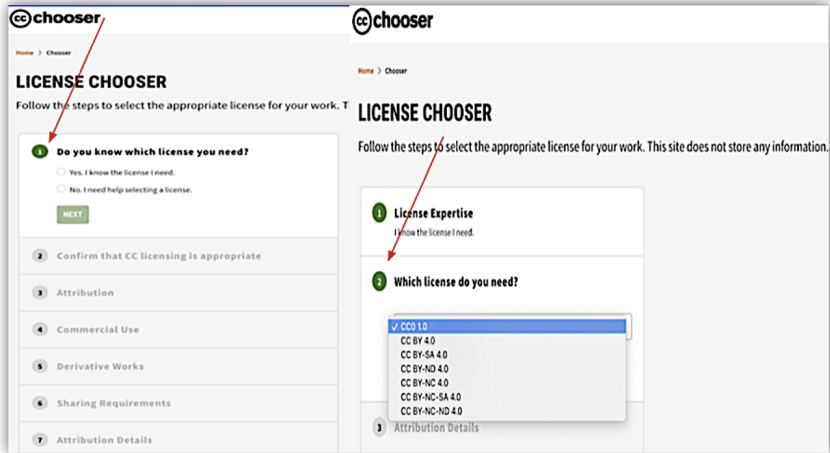
Figure 10. Creative commons's license chooser tool.

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. 11,12).

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	✓	OER
CC-BY-NC	✓	✓	✓	✓	non-commercial	
CC-BY-NC-SA	✓	✓	same license	same license	non-commercial	
CC-BY-ND	✓	✓	personal use only	personal use only	✓	Not OER
CC-BY-NC-ND	✓	✓	personal use only	personal use only	non-commercial	

Figure 11. "Wiley's 5Rs and Creative Commons Licensing" by Krysta McNutt is licensed under CC-BY 4.0. To view the full version check here

Therefore, the Creative Commons licenses available are the following:
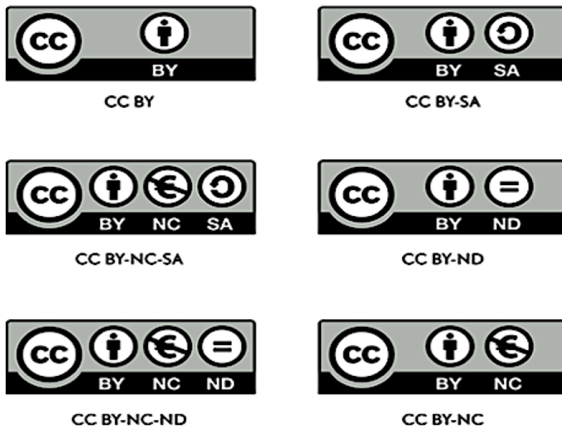
Figure 12. Creative commons logos. More info here: https://creativecommons.org/licenses/

Depending on the type of the work, there are a range of ways you can include the licence details. For instance, if you were licensing a presentation, your licence could be included on a final slide. If

you were licensing a film, you would include the licence in your end credits.

More concretely, the attribution is placed in the work as follows:
- **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.
- **Videos CC work**: the attribution is placed when the CC work is played on screen.
- **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 Tips

➔ 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. 1).

Author/s	Title	Source (eg. website)	License

Table 1. Table to record CC Material (National Copyright Unit)
https://smartcopying.edu.au/how-to-attribute-creative-commons-licensed-materials/

➔ Have a look also at the useful checklist for language teachers/ trainers below:

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/)*

Learning Activity 5: Image attribution using the "*Wikimedia Attribution Generator"*
Visit the "Wikimedia Attribution Generator" , search for an image that you add to the ppt presentation that you are preparing for your language lesson. Copy paste the image of your choice in your ppt presentation and don't forget to add also the attribution that was generated by the system in rich text format and in the right position. Reflect on the process.

Learning Activity 6: Attributing your own material using the *Creative Commons chooser tool*
Create your own language audio recording for your language lesson, visit the [*Creative commons's license chooser tool*](). and find your license in order to add it to the website that you are planning to upload the audio recording. Reflect on the process.

Additional resources
->You are invited to explore the "Open Washington OER guide to find more about the copyrights, CC licences and the *Open Attribution Builder.* http://www.openwa.org/open-attrib-builder/

-> Don't forget to check also the "Creative Commons Information Pack forTeachers and Students" which is constantly updated by NCU and is very useful !The pack explains what CC is, how to find CC material and the best way to attribute CC material.
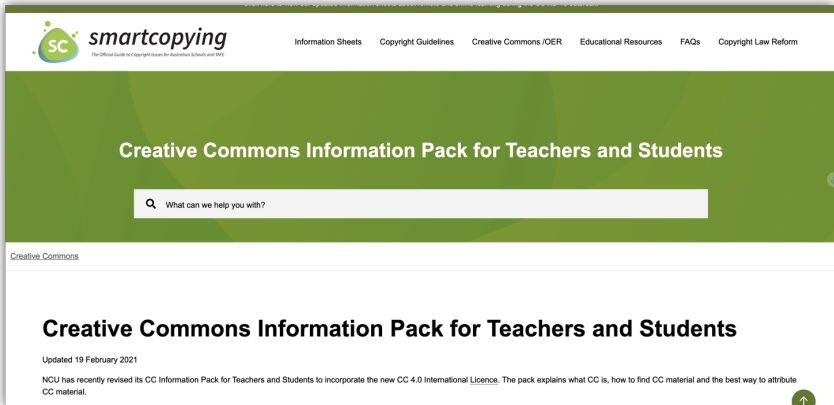
-> You can also explore the website https://choosealicense.com/ and find more options for licenses (i.e., *MIT license, GNU GPLv3*) except for creative commons.

References

Wiki Creative Commons Organisation. *Best practices for attribution.* Retrieved from https://wiki.creativecommons.org/wiki/best_practices_for_attribution

Learning Activity 7
4th WEEK_ DISCUSSION FORUM ACTIVITY
"Attributing the right licence to your OER" **:** In the fourth week's study unit you are advised to post in the Discussion Forum and interact with members of our OER learning community. This task has two parts: In the first part, you are kindly invited to create your own language OER (i.e. a test, an exercise, a lesson plan, a ppt presentation of your lesson, etc), and find a license that you would like to attribute to your material. In the second part, you are invited to visit the *OPENLang Network* platform, select the *"Suggest & Share"*service and upload your own language material. Don't forget to give feedback to the other members of our language teachers' OER community!!

Week 4 Quiz: Test your Knowledge

Do you want to test your knowledge on Copyrights and Open Licensing? Take now the Week 4 Quiz! Remember that you can also check the 6th section of the Language OERs: E-TOOLKIT by the OPENLang Network to learn more.