



*European Standards for Open Education and
Open Learning Resources
Grant Agreement No. 2014-1-RO01-KA202-
002985
Project No.: 2014-1-RO01-KA202-002985
Compiling Inventory
O2-A1 Intellectual Output –P7, Malta*



EU-StORe

INVENTORY OF OPEN LEARNING RESOURCES

*Creating European standards for open education and open learning resources
Intellectual Output
O2-A1*

Partner 7- University ta Malta

<i>Project Title</i>	<i>Creating European standards for open education and open learning resources</i>
<i>Project Acronym</i>	<i>EU-StORe</i>
<i>Reference Number</i>	<i>2014-1-RO01-KA202-002985</i>
<i>Project Duration</i>	<i>01.09.2014 – 31.08.2016</i>
<i>Project Partners</i>	<i>P1 Universitatea Lucian Blaga Din Sibiu (Romania) P2 University Paderborn – UPB (Germany) P3 Ingenious Knowledge – IK (Germany) P4 European Learning Network – ELN (United Kingdom) P5 Meath Partnership – MCRSDP (Ireland) P6 Libera Università Maria Ss. Assunta (Italy) P7 Universita ta Malta (Malta)</i>

“This project has been funded with support from the European Commission.

This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.”



OPEN LEARNING RESOURCES INVENTORY

Area: Educational Studies

Target: *Students in initial teacher education, in-service teachers.*

No.	1
Course Title	Study Skills for Academic Success
Target Group	Undergraduate students
Organizations who offer OER	The University of Northampton
Country	UK
Curriculum (what kind)	Higher Education, Secondary, Vocational Education and Training Adult Learning.
Learning outcomes	By the end of this course undergraduate students will: <ul style="list-style-type: none">• improve their study skills• develop their academic confidence• gain a greater understanding of what is expected of them as they study for a degree• learn more about how to learn, and develop greater autonomy as learners• get better grades in their assignments
Short description of the contents	Study Skills for Academic Success is an interactive and participative course designed to improve the academic skills and confidence of students new to, or preparing for, Higher Education. The course is six weeks long and requires approximately three study hours per week. The course is run by The Centre for Achievement and Performance at The University of Northampton.
License	Not acknowledged
Where to find (URL)	http://openeducationeuropa.eu/en/mooc/study-skills-academic-success-3rd-edition

“This project has been funded with support from the European Commission.

This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.”



No. 2	
Course Title	Foundations of Teaching for Learning 5: Planning for Teaching and Learning
Target Group	Undergraduate students in initial teacher Education and in-service teachers.
Organizations who offer OER	Commonwealth Education Trust
Country	UK
Curriculum (what kind)	Professional development of Teachers
Learning outcomes	Identify features of effective student management and how they support a safe, positive and orderly environment. Explore strategies for communicating with students, colleagues, parents and others. Reflect on and improve one's current practices in planning for teaching and learning.
Short description of the contents	<p>This course is part of the Foundations of Teaching for Learning program which is designed to assist people who are currently teaching but have had no formal teacher education improve their understanding of their role and work as a teacher. This set of courses will enhance your knowledge and understanding about learning and teaching and what makes a teacher a professional.</p> <p>Practical activities are provided to assist you in using what you have learned to improve your teaching practice. While these are optional, it is strongly recommended that you undertake them if at all possible.</p> <p>Of particular importance is a guide to the development of a portfolio to help you organize and document your thinking about what you have learned. In addition, you may be able to use the portfolio to access other opportunities in the future.</p>
License	Copyright
Where to find (URL)	https://www.coursera.org/course/teach5

No.	3
Course Title	Foundations of Teaching for Learning 8: Developing Relationships (2nd Edition)
Target Group	Undergraduate students in initial teacher Education and in-service teachers.

“This project has been funded with support from the European Commission.

This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.”



Organizations who offer OER	Commonwealth Education Trust
Country	UK
Curriculum (what kind)	Professional development of Teachers
Learning outcomes	
Short description of the contents	
License	
Where to find (URL)	http://openeducationeuropa.eu/en/mooc/foundations-teaching-learning-8-developing-relationships-2nd-edition

OPEN LEARNING RESOURCES INVENTORY

Area: Study and Learning Management.

Target: *Students in initial teacher education, in-service teachers.*

No.	1
Course Title	Study Skills for Academic Success
Target Group	Undergraduate students
Organizations who offer OER	The University of Northampton
Country	UK
Curriculum (what kind)	Higher Education, Secondary, Vocational Education and Training Adult Learning.
Learning outcomes	By the end of this course undergraduate students will: <ul style="list-style-type: none">• improve their study skills• develop their academic confidence• gain a greater understanding of what is expected of them as they study for a degree• learn more about how to learn, and develop greater autonomy as learners• get better grades in their assignments

“This project has been funded with support from the European Commission.

This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.”



Short description of the contents	Study Skills for Academic Success is an interactive and participative course designed to improve the academic skills and confidence of students new to, or preparing for, Higher Education. The course is six weeks long and requires approximately three study hours per week. The course is run by The Centre for Achievement and Performance at The University of Northampton.
License	Not acknowledged
Where to find (URL)	http://openeducationeuropa.eu/en/mooc/study-skills-academic-success-3rd-edition

No. 2	
Course Title	Connecting assessment with learning
Organization who offer OER	The Department of Education and Training State Government, Victoria
Country	Australia
Curriculum (what kind)	Professional Development of Teachers
Learning outcomes	<p>After completing this unit teachers will be able to:</p> <ul style="list-style-type: none"> Analyse how their assessment beliefs and values link to their past experiences; Map their own ideas about assessment; Compare and contrast the Assessment Advice, and the assessment aspects in The Principles of Learning and Teaching (PoLT) with the Assessment Reform Group's 10 principles; Distinguish between assessment for learning, assessment as learning and assessment of learning; Audit their practices against these three purposes of assessment; Explain the research base for the Assessment Advice; Recognise that assessment planning decisions are linked to the purpose of the assessment; Plan and implement some classroom-based actions following this module.
Short description of the contents	This activity explores the Assessment Advice and relevant Principles of Learning and Teaching (PoLT). It describes what assessment of/for/as learning looks like in specific contexts.
License	Creative commons

“This project has been funded with support from the European Commission.

This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.”



Where to find (URL)	http://www.education.vic.gov.au/school/teachers/support/Pages/module1.asp x
----------------------------	--

No. 3	
Course Title	Assessment OF learning
Organization who offer OER	The Department of Education and Training State Government, Victoria
Country	Australia
Curriculum (what kind)	Professional Development of Teachers
Learning outcomes	After completing this unit teachers will be able to: <ul style="list-style-type: none">• Make planning decisions for assessment OF learning purposes;• Identify those assessment strategies that they use frequently, occasionally and rarely and develop a plan to try some new assessment tools;• Recognise when assessment tasks promote deep understanding and are authentic and productive;• Plan future learning for students using assessment of learning data;• Create and trial a rubric for a class they teach;• Design better conventional written tests;• Plan and implement some classroom-based actions following this module.
Short description of the contents	Assessment OF learning occurs when teachers use evidence of student learning to make judgements on student achievement against goals and standards. It is usually formal, frequently occurring at the end of units of work where it sums up student achievement at a particular point in time. It is often organised around themes or major projects and judgements may be based on student performance on multi-domain assessment tasks. It has a summative use, showing how students are progressing against the Standards, and a formative use providing evidence to inform long term planning.
License	Creative Commons
Where to find (URL)	http://www.education.vic.gov.au/school/teachers/support/Pages/module2.asp x

No. 4	
Course Title	Assessment FOR Learning
Organizations who offer OER	The Department of Education and Training State Government, Victoria
Country	Australia

“This project has been funded with support from the European Commission.

This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.”



Curriculum (what kind)	Professional Development of Teachers
Learning outcomes	<p>After completing this unit teachers will be able to:</p> <ul style="list-style-type: none"> • Make planning decisions for assessment FOR learning purposes • Audit their own assessment practices to see how well they provide timely feedback to students that assists student learning • Recognise the types of written feedback teachers commonly give to students, and give better quality feedback • Create additional formal and informal opportunities to gain evidence of student learning in order to improve it • Ask better quality questions as a key strategy in assessment for learning to gain feedback that shapes their teaching • Identify the data available for a single student and use it to inform planning for learning • Plan and implement some classroom-based actions following this module.
Short description of the contents	Assessment FOR learning occurs when teachers use inferences about student progress to inform their teaching. It is frequent, formal or informal (e.g. quality questioning, anecdotal notes, written comments), embedded in teaching and provides clear and timely feedback that helps students in their learning progression. It has a formative use providing evidence that informs, or shapes, short term planning for learning.
License	Creative Commons
Where to find (URL)	http://www.education.vic.gov.au/school/teachers/support/Pages/module3.asp x

No. 5	
Course Title	Assessment AS Learning
Organizations who offer OER	The Department of Education and Training State Government, Victoria
Country	Australia
Curriculum (what kind)	Professional Development of Teachers
Learning outcomes	<p>After completing this unit teachers will be able to:</p> <ul style="list-style-type: none"> • Make planning decisions for assessment AS learning purposes • Explain how assessment as learning contributes to students' learning outcomes

“This project has been funded with support from the European Commission.

This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.”



	<ul style="list-style-type: none"> • Understand how personal learning goals influence students’ motivation and learning • Design a range of assessment as learning experiences that include assisting students in setting and monitoring their learning goals, organising metacognitive questions and using various self and peer assessment strategies • Plan and implement some classroom-based actions following this module.
Short description of the contents	Assessment as learning occurs when students reflect on and monitor their progress to inform their future learning goals. It is regularly occurring, formal or informal (e.g. peer feedback buddies, formal self assessment) and helps students take responsibility for their own past and future learning. It builds metacognition as it involves students in understanding the standards expected of them, in setting and monitoring their own learning goals, and in developing strategies for working towards achieving them.
License	Creative Commons
Where to find (URL)	http://www.education.vic.gov.au/school/teachers/support/Pages/module4.asp x

No. 6	
Course Title	Making Consistent Judgements
Organizations who offer OER	The Department of Education and Training State Government, Victoria
Country	Australia
Curriculum (what kind)	Professional Development of Teachers
Learning outcomes	<p>After completing this unit teachers will be able to:</p> <ul style="list-style-type: none"> • Understand that valid assessment is accurate, appropriate and fair • Understand that consistent assessment is reproducible and therefore reliable • Make more valid and consistent judgements when planning and conducting assessment • Establish processes, such as using assessment maps, moderation and consistency protocols, to build greater consistency in their judgements on students’ learning • Develop an assessment plan that embeds ideas developed in all five modules into their context • Plan and implement some classroom-based actions following this module.

“This project has been funded with support from the European Commission.

This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.”



Short description of the contents	After sharing ideas about inaccurate, unfair and inconsistent assessment teachers will develop a clearer idea of the concepts. This unit focuses on assessing student work using progression points. Through the use of assessment maps teachers will learn one way to make more valid and consistent judgements about student learning. Using strategies and protocols teachers will learn a range of ways to make more consistent judgements through moderation processes. Teachers can create a series of steps, or a protocol, that ensures greater consistency in assessment.
License	Creative Commons
Where to find (URL)	http://www.education.vic.gov.au/school/teachers/support/Pages/module5.aspx

No. 7	
Course Title	A beginners' guide to writing in English for university study (4th Edition)
Target Group	Undergraduate students
Organizations who offer OER	The University of Reading
Country	UK
Curriculum (what kind)	Tertiary and Higher Education, Vocational Education and Training Adult Learning.
Learning outcomes	By the end of the course participant will: <ul style="list-style-type: none"> • Understand key features of academic writing • Become familiar with key areas of 'academic' grammar • Learn about the stages in essay writing • Learn how to organise an essay • Learn how to use academic writing style • Be able to write a good, basic academic essay.
Short description of the contents	This course will guide university students to learn how to write using academic English. Academic writing can be very different from other types of English writing. This course has been designed to help students develop the basics of academic writing and develop their English skills for studying in English-speaking educational institutions. A brief introduction to academic writing enables participants to gain an awareness and understanding of some key features of this kind of writing. This is done through a mix of video, on-screen examples, discussions, and quizzes. Participants will develop proficiency in a few key areas of 'academic' grammar, learn about the stages in essay writing, organise an essay and use academic writing style so that by the end of the course they are able to write a good, basic academic essay.

"This project has been funded with support from the European Commission.

This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein."



	Throughout the course, some examples of academic writing that have been produced by some of our former students will be analysed to show the improvements that can be made to an essay. These improvements are made by guiding and instructing the writer in the areas of content, organisation, language and the process of planning and drafting an essay. Participants will be provided with the tools to evaluate own writing and the writing of others, as well as clarifying some key language areas commonly used in academic writing.
License	Copyright
Where to find (URL)	http://openeducationeuropa.eu/en/mooc/beginners-guide-writing-english-university-study-4th-edition

OPEN LEARNING RESOURCES INVENTORY

Area: Subjects of Specialisation in Initial and In-Service Teacher Education.

Target: *Students in initial teacher education, in-service teachers.*

No.	1
Course Title	An Introduction to Consumer Neuroscience & Neuromarketing
Target Group	Teachers of Nutrition, Family and Consumer Sciences / Home Economics
Organizations who offer OER	Copenhagen Business School
Country	Denmark
Curriculum (what kind)	Higher Education
Learning outcomes	<ul style="list-style-type: none"> • Understanding the multidisciplinary field of consumer neuroscience and neuro-marketing. • Understanding the basic concepts of the human brain and the elements of the consumer mind. • Familiarisation with the methods used to study the consumer mind. • Ability to apply insights about the consumer mind in commercial and societal understandings of consumer behaviour.

“This project has been funded with support from the European Commission.

This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.”



European Standards for Open Education and
Open Learning Resources
Grant Agreement No. 2014-1-RO01-KA202-
002985
Project No.: 2014-1-RO01-KA202-002985
Compiling Inventory
O2-A1 Intellectual Output –P7, Malta



Short description of the contents	How do we make decisions as consumers? What do we pay attention to, and how do our initial responses predict our final choices? To what extent are these processes unconscious and cannot be reflected in overt reports? This course will provide you with an introduction to some of the most basic methods in the emerging fields of consumer neuroscience and neuro-marketing. You will learn about the methods employed and what they mean. You will learn about the basic brain mechanisms in consumer choice, and how to stay updated on these topics. The course will give an overview of the current and future uses of neuroscience in business.
License	Not acknowledged
Where to find (URL)	http://openeducationeuropa.eu/en/mooc/introduction-consumer-neuroscience-neuromarketing

No.	2
Course Title	How to create lessons using Clilstore
Target Group	Language teachers
Organizations who offer OER	Universitat Politècnica de Valencia
Country	Spain
Curriculum (what kind)	Humanities - Professional Development of teachers
Learning outcomes	Working competence with Clilstore tool Design and develop language teaching webpages with video and text where all of the words are linked to online dictionaries. Develop a number of webpages organised as online resources for language learners.
Short description of the contents	The course will enable participants to become acquainted with Clilstore, the major outcome of the EU-funded Tools for CLIL Teachers project, which includes Multidict -a multilingual dictionary interface- and Wordlink -the underlying tool that automatically links every word on a webpage to a myriad of free online dictionaries. Participants will learn to develop language teaching webpages with video and text where all of the words are linked to online dictionaries. These webpages immediately become ready-to-use online resources for language learners. The course is divided into 7 units covering an introduction to CLIL (Content and Language Integrated Learning); detailed guidelines to using Clilstore, Multidict and Wordlink; a selection of case studies covering

“This project has been funded with support from the European Commission.

This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.”



	most educational sectors and foreign language levels; guidelines to planning CLIL lessons, and advice on useful CLIL resources.
License	Not acknowledged
Where to find (URL)	https://edx.upv.es/courses/Filologiainglesa/usingclilstore-3/2015-01/about

OPEN LEARNING RESOURCES INVENTORY

Area: Technology-Enhanced Learning

Target: *Students in initial teacher education, in-service teachers.*

No.	1
Organizations who offer OER	Association for Learning Technology
Course Title	OCTEL – Open Course in Technology-Enhanced Learning
Country	UK
Curriculum (what kind)	Higher Education / Vocational Education and Training / Adult Learning
Learning outcomes	Participant will understand better how to use technology to enhance one’s teaching practice. Identify different learner characteristics Identify resources for TEL Identify and use technologies for TEL Use different modes of assessment of TEL Develop innovation management skills
Short description of the contents	<u>Induction</u> : Expectations, Familiarisation and Practice. <u>Conception — foundational questions — the Who and Why of TEL</u> : Concepts and strategies for learning technology, Understanding learners and learning. <u>Design — methods and tools — the How of TEL</u> : Materials, platforms and technologies, Support, feedback and assessment. <u>Implementation — leadership and review — the practice of TEL</u> : Leadership, management and keeping on track, Enhancement, review and evaluation
License	Attribution (CC BY)
Where to find (URL)	http://openeducationeuropa.eu/en/mooc/octel-open-course-technology-enhanced-learning

“This project has been funded with support from the European Commission.

This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.”



No.	2
Course Title	Learning Design for a 21 st Century Curriculum
Organizations who offer OER	The Open University.
Country	UK
Curriculum (what kind)	Higher Education / Vocational Education and Training / Adult Learning
Learning outcomes	Understand the concept and process of Learning Design. Identify and using contextual factors for learning (resources, persons, scenarios). Use and critique a range of curriculum design tools. Follow the stages in the design process to develop a solution to a Learning Design problem.
Short description of the contents	The structure of the MOOC reflects a proposed process for a design inquiry project. In such a process, designers identify a (learning/curriculum) design challenge, explore it to gain an understanding of its context and driving forces, generate possible solutions, implement a solution and reflect on the process as a whole and its outputs.
License	Attribution Non-Commercial Share Alike (CC BY-NC-SA)
Where to find (URL)	http://www.olds.ac.uk/home

No.	3
Course Title	MOOC on Open Education
Organizations who offer OER	The Open University
Country	UK
Curriculum (what kind)	Higher Education
Learning outcomes	Course participant will: <ul style="list-style-type: none">• understand the issues in open education• be able to critically appraise the evidence around open education• have experienced what it is like to participate in an open course

“This project has been funded with support from the European Commission.

This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.”



Short description of the contents	The course operates an activity-based pedagogy, providing four activities per week that include reading of material or view some other media, perform an activity and create a short blog post. Though the course is set out week by week to address learners’ preference for an open course, it is not essential that studying is carried out in this manner. The course is aimed at a postgraduate, Masters level, with the expectation of approximately 16 hours of study each week. However, the informal learners may choose to only select some of the activities in any given week. The course topics include: Week 1: Openness in education Week 2: Open education resources Week 3: Moving beyond OER Week 4: MOOCs Week 5: Pedagogy in open learning Week 6: Operating in an open world Week 7: Conclusion
License	Attribution Non-Commercial Share Alike (CC BY-NC-SA)
Where to find (URL)	http://openeducationeuropa.eu/en/mooc/mooc-open-education

No	4
Course Title	ICT in Primary Education: Transforming children's learning across the curriculum
Organizations who offer OER	The UCL Institute of Education, University of London.
Country	UK
Curriculum (what kind)	Education: Teacher Professional Development
Learning outcomes	The intended learning outcomes are: <ul style="list-style-type: none"> • The primary school teaching community to be able to contribute to the integration of a range of effective ICT-based practices and pedagogies. • School leaders to be able to develop, improve, and share the strategies and mechanisms that optimise the development of ICT-based teaching and learning in their school.

“This project has been funded with support from the European Commission.

This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.”



	<ul style="list-style-type: none"> • Policymakers and schools-related stakeholders, agencies and companies to be able to support head teachers and specialist staff in developing pedagogy-led and problem-led uses of ICT. • To become familiar with a wider range of useful tools and resources for integrating ICT.
<p>Short description of the contents</p>	<p>The 21st Century Primary School: Why should we consider using ICT in primary schools? The 21st Century school environment Supporting teachers' needs</p> <p>How does ICT make a difference? Dimensions of change within the school Beyond the school - national and international connections Children's perspectives</p> <p>Pedagogical changes achievable through ICT: Integration of ICT into the teaching and learning process Meeting curriculum objectives and skills development Planning and preparing activities with ICT Personalisation, scope, and assessment</p> <p>Technology opportunities: Orientation Choosing the technology Integrating the LMS Digital content: using, choosing, getting, buying, sharing, and development Future plans</p> <p>How to overcome the challenges of ICT in primary education: Practical aspects of using ICT activities well How to overcome challenges and obstacles</p> <p>Making ICT work: Reflecting on issues and challenges Promising practices Case studies from the front line of teaching with ICT</p>
<p>License</p>	<p>Copyright</p>

“This project has been funded with support from the European Commission.

This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.”



*European Standards for Open Education and
Open Learning Resources
Grant Agreement No. 2014-1-RO01-KA202-
002985
Project No.: 2014-1-RO01-KA202-002985
Compiling Inventory
O2-A1 Intellectual Output –P7, Malta*



Where to find (URL)	http://openeducationeuropa.eu/en/mooc/information-and-communications-technology-primary-education-transforming-childrens-learning-cur
----------------------------	---

“This project has been funded with support from the European Commission.

This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.”