



European Standards for Open Education and  
Open Learning Resources  
Grant Agreement No. 2014-1-RO01-KA202-  
002985  
Project No.: 2014-1-RO01-KA202-002985  
Implementation  
O2-A2 –P2, UBP- DE



## EU-StORe

*Creating European standards for open education and open learning resources*

# Deriving Rating criteria for high quality OER from Inventory and quality standards

*Intellectual Output  
O2-A2*

Partner 2- University of Paderborn

<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)</i> <i>P2 University Paderborn – UPB (Germany)</i> <i>P3 Ingenious Knowledge – IK (Germany)</i> <i>P4 European Learning Network – ELN (United Kingdom)</i> <i>P5 Meath Partnership – MCRSDP (Ireland)</i> <i>P6 Libera Università Maria Ss. Assunta (Italy)</i> <i>P7 Università ta Malta (Malta)</i>

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## Deriving Rating criteria for high quality OER from Inventory and quality standards

The focus of this activity is to analyse the results of the different partner research results and to create a common rating criteria for the EU-StORe project. After the second partner meeting, which takes place in the building of the University of Paderborn, the consortium present their results of the national desktop research regarding existing OER criteria, quality criteria of teaching and learning materials as well as scientific recommendations of the use of the internet as a new media to share, produce and collect knowledge.

In sum the consortium analysed more than 170 OER as well as their platform which provides the documents, videos, podcasts, MOOCs and all kind of different OER. Furthermore, to assure the rightness and acceptance of the identified quality criteria the “Open educational quality standards survey “(O1- A5) will confirm the results, too.

The next table provides the summary of the noticeable common ground of the variety of OER, its platform and criteria of quality, which influence them to the same extent.

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## Research Results

### Rating Criteria for high quality OER

#### Core rating information

- Name of the OER
- Topic
- Aims / Competences addressed
- Prerequisites
- Content Description
- Keywords
- Proposed time for learning activity
- Source / URL
- Licence
  - none
  - Creative Commons
  - copy rights
  - general rights
- Name of the Licence
- Licence model for the OER platform / Terms and conditions of usage
  - Yes/ no
- Login required
  - Yes/ no
- Rationale about the OER Design
- Focus of OER
  - teacher material
  - learner material
  - enterprise material
- Type of OER
  - course material
  - worksheets

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	<ul style="list-style-type: none"> <li>○ audio material</li> <li>○ video material</li> <li>○ MOOC</li> <li>○ didactical concept</li> <li>○ organisational concept</li> <li>○ organisational templates</li> <li>○ Test</li> <li>● Mode of assessment used by OER <ul style="list-style-type: none"> <li>○ Test / exam</li> <li>○ Open-ended question</li> <li>○ Assigned performance level / points</li> <li>○ Peer feedback</li> <li>○ Group decision</li> <li>○ Marking post activity by tutor</li> <li>○ Presentations</li> <li>○ not applicable</li> </ul> </li> <li>● if it exists, type of certification</li> <li>● Institution / Provider of the OER</li> <li>● Type of organisation</li> <li>● Status <ul style="list-style-type: none"> <li>○ private</li> <li>○ public</li> <li>○ consortium / partnership</li> <li>○ no information</li> </ul> </li> <li>● Developer / Creator of the OER</li> </ul>
<p>➤ <b>Rights and duties</b></p>	<ul style="list-style-type: none"> <li>● Allows allowed proliferation of modified materials</li> <li>● Allows sharing and adapting of the OER</li> <li>● Allows allowed commercial use of the materials</li> <li>● Allows private use of the materials</li> </ul>

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	<ul style="list-style-type: none"> <li>• Allows educational use of the materials</li> <li>• Transparency of the rights and duties</li> <li>• Allows modification of teaching and learning materials</li> <li>• Allows integration and use of the materials in a class / course</li> </ul>
<b>Technical support</b>	<ul style="list-style-type: none"> <li>• Allows possibilities to search information and materials</li> <li>• Allows categorization of the information and materials</li> <li>• Allows feedback and help about the materials</li> <li>• Allows information about the users (number of users, institutions of users, login, ...)</li> <li>• Allows information feedback from other users (comments, rating, additional documents, ...)</li> <li>• Allows possible database search strategies and possible database reports</li> <li>• Quality of the database / content management system</li> <li>• Quality of FAQs</li> <li>• Provides eLearning support</li> </ul>
<b>Aims and focus of the OER</b>	<ul style="list-style-type: none"> <li>• Provides information about the practical use of the materials</li> <li>• Clear aims</li> <li>• Addresses a range of competences with the materials</li> <li>• Quality of addressing competences with the materials</li> </ul>
<b>Structural information</b>	<p>Provides time and workload related information</p> <p>Transparency about integration of the materials in own classes or courses</p> <p>Quality of the structural design</p>

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<b>Materials</b>	<ul style="list-style-type: none"><li>• Describes advantages of the materials</li><li>• Describes problems with the materials</li><li>• Usefulness of the materials</li><li>• Quality of the demand analysis</li></ul>
<b>Usability</b>	<ul style="list-style-type: none"><li>• Accessibility of the materials and the information</li><li>• Degree of confidence while using the OER</li><li>• Degree of efficiency in using the OER</li></ul>
<b>Content</b>	<ul style="list-style-type: none"><li>• Correctness of the content</li><li>• Sufficient details to convey understanding</li><li>• Transparency concerning updates, reviews etc. of the content</li><li>• Provides quality management concerning the content</li><li>• Quality of language used</li><li>• Quality of external content evaluation</li></ul>
<b>Media</b>	<ul style="list-style-type: none"><li>• Adequate variety of media</li><li>• Quality of the used media (images, videos, photos, presentations)</li><li>• Provides instructions / guidelines for existing media</li><li>• Innovative use of media</li></ul>
<b>Target Groups</b>	<ul style="list-style-type: none"><li>• Identification of the target group</li><li>• Adequacy of the OER for the target group</li><li>• Allows transparency of target group specific aims</li><li>• Addresses specific target groups (minorities, persons with special needs, gender)</li></ul>

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<b>Sustainability and sponsoring</b>	<ul style="list-style-type: none"><li>• Allows sustainability</li><li>• Allows activities for a sustainable and long term OER financing</li><li>• Allows commercialization</li><li>• Transparency of the OER sponsoring</li></ul>
<b>Community</b>	<ul style="list-style-type: none"><li>• Possible communication with the OER designer</li><li>• Possible communication with other OER users</li><li>• Quality of the discussion process about the OER</li><li>• Offers learners the possibility of feedback about the OER</li></ul>

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