European Standards for Open Education and Open Learning Resources
Grant Agreement No. 2014-1-RO01-KA202-002985
Project No.: 2014-1-RO01-KA202-002985
Report on the situation of open learning resources and open education- which target groups are to be adressed
O3-A6.1–P2, UPB- DE

EU-StORe

Report on the situation of open learning resources and open education- target group to be adressed

Creating European standards for open education and open learning resources
Intellectual Output
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Partner 2- University of Paderborn

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	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)

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Report on the situation of open learning resources and open education
Which target groups are to be addressed?

The concept of Open Educational Resources was defined for the first time in 2002, within a UNESCO meeting in Paris. Open Educational Resources (OER) are all kind of educational materials and mediums, which release under an open license. This open license allows free access as well as free use, modification and redistribution by others without or with minor restrictions. Therefore, the author determine which user rights he allows and what is forbidden.[1]

The role of distance educational learning is changing since the serials crises in the early 1990. Compared with times where schools spent many resources to develop courses, classes and material just for the use of one teaching unit and perhaps to share it with one or two colleges, what means the exception, today a new teaching community alive. There is a wide range of different online platforms, where people can share and collect different kind of sources. Open Educational Resource, are materials with open access and a strict regulation of copyrights. The Berlin Declaration on open access to knowledge in the sciences and humanities defines the open access contribution as follows:

„Establishing open access as a worthwhile procedure ideally requires the active commitment of each and every individual producer of scientific knowledge and holder of cultural heritage. Open access contributions include original scientific research results, raw data and metadata, source materials, digital representations of pictorial and graphical materials and scholarly multimedia material.

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(Berlin Declaration on Open Access to Knowledge in the Sciences and Humanities, 22.October 2003)

All open educational materials are available in digital form and can be courses, lesson plans, presentations, books, podcasts, handbooks, activities for the classroom or for the laboratory, games, simulations, tests, audio or video resources and many more.
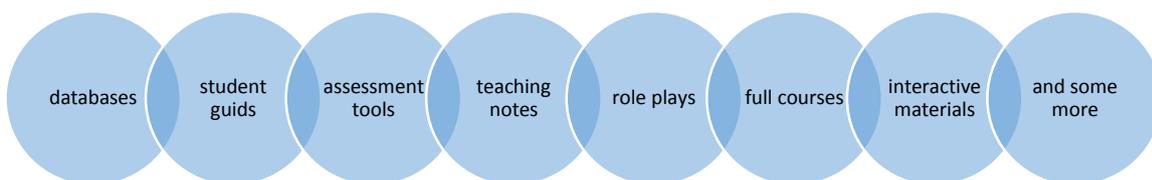

Figure 1: Selection of variety of OERs [3]

UNESCO can be seen as the pioneer of OER and organized the second OER conference in Berlin, in the year 2014. Headline of the conference was "Die Zukunft freier

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[2] http://openaccess.mpg.de/67605/berlin_declaration_engl.pdf
[3] http://unesdoc.unesco.org/images/0021/002136/213605e.pdf

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Bildungsmaterialien" (engl. Future of open educational materials). The topics span a wide range from political questions to international stage as well as didactical and methodical issues.

Like the wide range of the topics, the materials of OER platform are very different and can show a diversity of quality and support. Besides there are many different types of copyright structures, which the author can use to save his intellectual property. Creative Commons License is one of the several public copyright licenses, which enable the free distribution of an otherwise copyrighted work.[4] There are differences in types of licenses, which manage the protection by copyright. The following picture shows six-divided option for an author to protect his intellectual outcome.

Figure 2: The Licenses[5]

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[4] http://creativecommons.org/licenses/?lang=en

[5] Ebd.

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Specification of the **Target Groups**

EU-StORE- European Standards for Open Education and Open Learning Resources can be interested for different target groups in Germany. Generally speaking, the content and aim of the project will fit to the needs of people all over Europe, because the OER repertoire ranges from first drafts to a complete lesson plan. Therefore, the need of standards, quality assurances as well as guidelines for users are necessary and helpful. In general, the target group of EU-StORe can be split in two important core- subgroups:

a) The user of OER
b) The provider of OER

Especially for Germany, the following target groups are interesting:

Description of the target group 1/ THE USER SIDE- Later on provider side

Young and student teachers

- They have to prepare their first lessons
- Have to create and develop teacher and training materials
- Need for a first material inventory
- Need for support for teaching and learning class activities

This group should be encouraged to use the OER platform and to share their developed materials with others. Therefore, the use of the platform has to be very user- friendly and there have to be a standard and quality assurance, so that they can trust the resource and use it in their classes.

Description of target group 2/ THE USER AND PROVIDER SIDE

Experienced Teachers

- They have much experience in creating and developing materials and all kind of school resources. Therefore, it is essential to reach this target group to learn from their experiences
- OER platforms are free for everyone and benefit from skilled teachers, if they share their intellectual property with the community
- Exchange of experienced teachers and young teachers can work together like mentor and mentee

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Experienced teachers are very necessary to reach a high quality of the resources and to keep this benchmark.
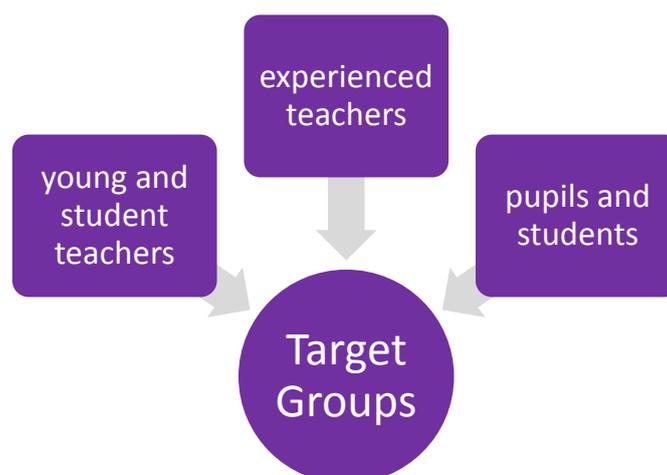

Description of target group 3/ USER SIDE AND PRODUCER SIDE

Pupils and students

- Age: 10- 35 years
- Variety of school forms and levels

This target group of students and pupils can be seen as the typical users and producers of OER. They are searching for materials for papers, reports, presentations and all kind of home works. At this time of our desktop research, I would say, that this group is less productive than there need to use this documents. Nevertheless, there is a wide range of students which share their home works with others.

To reach the characterized target groups we get in contact with them to analyze their needs and start an active relationship. The aspects and results will be used to develop the OER Quality Index, to rate the open educational resources.