Reversioning OER:
A Guide for Teachers
in the Pacific

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A Guide for Teachers in the Pacific

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Pacific Centre for
Flexible & Open Learning
for Development

COMMONWEALTH *of* **LEARNING**

The Commonwealth of Learning (COL) is an intergovernmental organisation created by Commonwealth Heads of Government to encourage the development and sharing of knowledge, resources and technologies in open learning and distance education.

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PURPOSE OF THIS GUIDE

This guide to reversioning open educational resources (OER) is intended to help you adapt OER to the context of your own teaching situation. For example, you may need to:

- simplify the language or writing style to meet the needs of your students

- replace images with more relevant, local images

- shorten the content of the resource to remove anything that is not appropriate or needed for your students, or add information or activities

- change the order of information

We suggest that you have a notebook to hand as you work your way through this guide so you can make notes and do some of the activities.

WHY LEARN ABOUT OER?

We run a short course for teachers in the Pacific called OER for Online Learning: An Introduction. This is what some of the participants had to say about the course in 2020:

> The best decision that I took in 2020 was to take this course. It has been so fulfilling and enjoyable. I have started to use all the skills learnt in preparing my worksheets and using OER wisely, ensuring that it is not copied but open for use.
>
> *~ Mrs Nazmeen Raju, Teacher Educator, Sabeto College, FIJI*

> OER is something that I hadn't heard of before the course, and the resources we used were mostly plagiarized. However, being exposed to OER for online learning courses has taught me how to find relevant resources that can be reused, remixed, etc. without infringing copyright law.
>
> *~ Manasa Naeqe, Science Teacher, FIJI*

I am now more knowledgeable in searching for OER and its correct use for my courses, especially for supplementary items in my assessment books and exam writing like graphs, maps, images, drawings, articles, among other things.

~ Geraldine Cabañero, Teacher, PAPUA NEW GUINEA

Since then, we have developed a new course: Digital Skills for OER Sharing. All the content is freely accessible at Digital Skills for OER Sharing.

WHY ADAPT OER?

Teachers face the ongoing challenge of designing engaging, rigorous and personalised tasks, lessons and assessments for their students. If you have a base of high-quality OER that you can draw on, not only will you avoid duplication of effort — "reinventing the wheel" — but also, you will have the flexibility to customise the resources to increase their relevance to your students, tailor them to individual learning levels, and offer your students more choice about which learning tasks and activities they do and which media they use to do them. When you add OER to your other instructional materials you can personalise your teaching resources while maintaining professional rigour to better support individual students' needs.

Adapted from Learning Accelerator (2021).[1]

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1   Learning Accelerator, Problems Of Practice: How Can I Utilize Open Educational Resources To Personalize Lessons and Assessments?

This guide is split into five units:

- Unit 1 explains what OER are.

- Unit 2 covers the types of OER licences to enable you to understand how to use OER.

- Unit 3 shows you how to align your revised OER with your national curriculum.

- Unit 4 shows you how to pitch your content at the appropriate subject and language level, and ensure that it is culturally relevant.

- Unit 5 guides you in building in appropriate learning activities, reflection activities and assessment tasks.

Unit 1: What are OER?

Open educational resources are usually referred to by the abbreviation OER. In the next few paragraphs, we explain what an OER is and how it can be used.

An educational resource is something that can be used to support learning. In the context of schooling, we normally talk about books, photocopied handouts, lesson plans, worksheets and even images as teaching resources. But what turns an image, for example, into a teaching resource?

The image in Figure 1 is a resource. It's just a picture of a bird.

Figure 1: A resource

Pacific Gull by jjharrison.com.au is licensed under CC BY 3.0

When you ask students questions about it, you make it into an educational resource (see Figure 2).

Figure 2: An educational resource

1. What is the name of the bird in this picture?

2. Can you name three other kinds of sea birds commonly seen in your country?

If you find an image or activity like this on the Internet, can you simply use it as a teaching resource in your course if you like it? The answer is no — unless the resource is **licensed for reuse**. If it is given an open licence, it becomes an open educational resource (OER), as shown in Figure 3.

Figure 3: An open educational resource (OER)

1. What is the name of the bird in this picture?

2. Can you name three other kinds of sea birds commonly seen in your country?

This work is licensed under a CC BY-SA 4.0 Citation: PPODFL 2021a

Photo: Pacific Gull by jjharrison.com.au is licensed under CC BY 3.0

OER are teaching, learning and research resources that are:

- in the public domain, or
- have been released under an intellectual property licence that lets other people use and repurpose them for free.

OER can be full courses, course materials, modules, textbooks, videos, tests, software, and any other tools, materials or techniques used to support access to knowledge.

A key characteristic of OER is that you can access them for free. You can also adapt them for a particular audience or context. This guide explains how you can change existing OER that you have access to in order to suit your own context and level of teaching. (Unit 2 explains the licensing system for OER.)

Look at Figure 4 (below).

In what ways does it differ from Figure 3? Think about this before you continue reading.

Figure 4: A revised OER

- The Pacific gull is one of several sea birds frequently seen among the island countries of the Pacific.

- Note the pointed and hooked beak. What does this suggest about a Pacific gull's diet?

This work is licensed under CC BY-SA Citation: PPODFL 2021b

Photo: Pacific gull by jjharrison.com.au is licensed under CC BY 3.0

Did you notice that we have:

- zoomed in on the gull's head?

- provided some extra information for the student?

- provided updated licence details?

We did these things so the image can now be used for a different context.

You'll learn more about why we added more licence details later in this guide.

The next unit looks at the different licences used for OER and explains the various adaptation options available to you.

Unit 2: Licensing open educational resources

Before we start adapting resources, we need to be clear about how OER can be used. A popular way to explain what can be done with OER is the 5R framework, which was developed by David Wiley. There are five permissions associated with the 5Rs, as shown in Figure 5.[2]

Figure 5: The 5Rs of OER
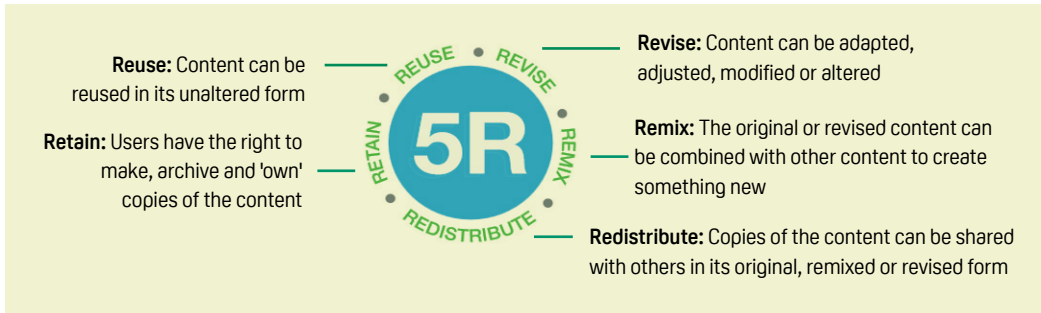
Revised from image by Wiley's 5Rs CC 4.0 / Annotated by BCcampus

For Wiley, a truly "open" resource is one that allows the following five rights:

1. **Reuse:** The content can be used in its original format in a wide range of ways (e.g. in a class, in a study group, on a website, in a video). It must not be altered in any way.

2. **Revise:** The content can be changed to suit specific needs (e.g. the content can be translated into another language without first asking permission from the person who created it).

3. **Remix:** The content can be combined with other content licensed for remixing to create something new (e.g. incorporate the content into a mashup).

4. **Redistribute:** The content can be shared in its original or altered format (e.g. give a copy of the revised content to a friend).

5. **Retain:** Copies of the content can be kept for someone's personal archives or reference (e.g. download, duplicate, store and manage).

---

2   Opencontent.org, Defining the "Open" in Open Content and Open Educational Resources.

Read each of the sentences below, one by one. Decide which of the 5Rs each one refers to.

1. Users can combine multiple OER into a single new resource.

2. Users of the resource can make copies and share them with students and colleagues.

3. Users of the resource can store a copy of the resource for their own personal use.

4. Users can share either the original resource or the new derivative with others.

5. Users can make changes to a resource to suit a specific learning context.

Note: The correct answers are in the footnote at the bottom of the page.[3]

WHICH OF THE 5RS INVOLVE ADAPTING?

The first and last options in the list on page 8, **reuse** and **retain**, do not need any adaptation techniques as the resources stay the same, even if you bundle a few of them together. **Redistribution** also does not require any changes, as it focuses on sharing resources.

- **Retain** simply means you can download a copy of the OER for your own use and keep it. You can store it for future use and incorporate it into your own file management system. You can then still use the resource even if the original creator is no longer using it.

- **Reuse** means the open resource can be duplicated and shared with others — for example, your colleagues, class members or study group — as many times as you like but it has not necessarily been changed.

- **Redistribute** simply means that you can share the resource with students and fellow teachers, who may even be different from the original intended users.

Note that **revise** and **remix** uses **do** require changes.

Revise

It is possible to take an OER and "refine" it so that it responds to your (and your students') specific needs. Perhaps you want to shorten the content, simplify the language, add or substitute images, translate it, expand it so that it covers your syllabus requirements, etc.

---

3   Remix, Reuse, Retain, Redistribute, Revise

Figure 6: Revising a text
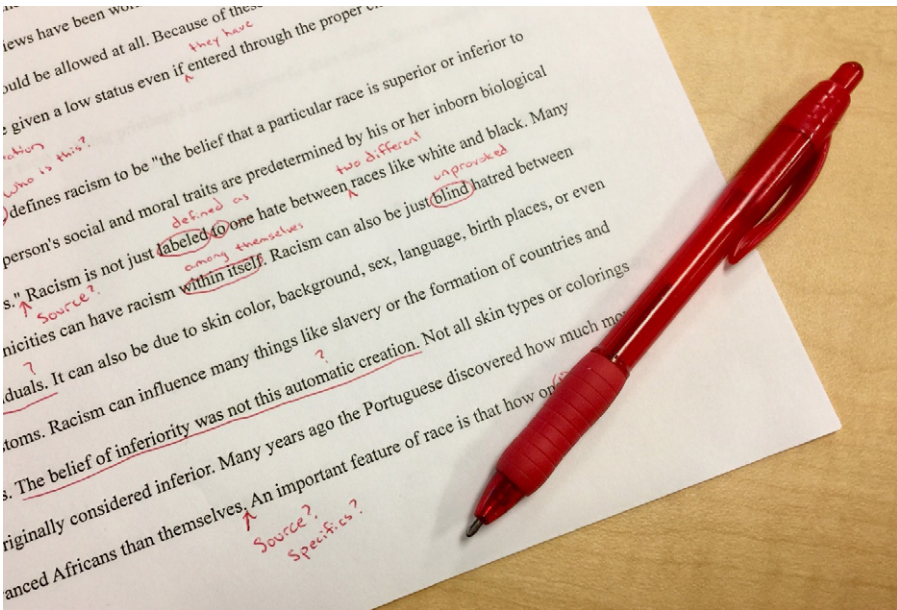
Remix

Sometimes you may want to combine two or more OER and adapt them to make a new resource that you can use in your local context. We call this **remixing**. You can get your students involved in the process of remixing OER.

Figure 7: Involving students in remixing OER can be a great collaborative learning activity

The ability to **revise** and **remix** is expressly forbidden in fully copyrighted works (called **all rights reserved copyright**). Common practices like photocopying copyrighted books are illegal.

OPEN LICENSING

OER show an **open licence**. Open licences reserve specific rights and provide specified permissions in advance, which makes it easier for educators to use the resources.

Open licences operate within your national copyright law. The default position is that all creative works are protected by **all rights reserved** copyright. Copyright is automatic and authors do not need to register their copyright or apply the © symbol for it to be protected. Even if a work does not display a © symbol, we must assume it is all rights reserved by default.

Creative Commons takes a different approach. It hosts a set of free licences that let copyright holders give certain permissions for their work's use in advance. Creative Commons does not replace copyright. It refines it by using a set of licences that specify the rights and permissions for reusing the work.

ACTIVITY 2.2

When you have Internet access, we recommend that you watch *Creative Commons Kiwi*, originally published by Creative Commons Aotearoa New Zealand.

If you watch to the end of the video, you will see it has been shared under a CC BY 3.0 NZ licence. The NZ refers to New Zealand.

The video summarises how Creative Commons licences work and explains the licence elements used by the six Creative Commons licences.

Before we introduce the six licence options, it is important to know that **every** Creative Commons licence requires attribution, so authors are always given credit for sharing their work. Also, each Creative Commons licence has three "layers" that supports its implementation in practice:

- **Commons deed:** This is a user-friendly summary of the specific licence. It also serves as a handy online reference for the public.

- **Legal code:** This is the actual licence written in legal language. It is useful for lawyers and can be used to protect a work in a court of law, if required.

- **Machine-readable version:** This enables web and software developers to incorporate the licence types in software systems and search engines. It is not likely to be of use or interest to teachers in the classroom.

THE CREATIVE COMMONS LICENCE OPTIONS[4]

There are six different licence types, listed from most to least permissive here.

Creative Commons Attribution License (CC BY)

CC BY: This license allows reusers to distribute, remix, adapt, and build upon the material in any medium or format, so long as attribution is given to the creator. The license allows for commercial use.

CC BY includes the following elements: BY – Credit must be given to the creator

CC BY Licence deed | CC BY Legal code

Creative Commons Attribution Share-Alike License (CC BY-SA)

CC BY-SA: This license allows reusers to distribute, remix, adapt, and build upon the material in any medium or format, so long as attribution is given to the creator. The license allows for commercial use. If you remix, adapt, or build upon the material, you must license the modified material under identical terms.

CC BY-SA includes the following elements:

BY – Credit must be given to the creator

SA – Adaptations must be shared under the same terms

CC BY-SA Licence deed | CC BY-SA Legal code

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4   We have used the descriptions of the licences as they appear on About CC Licenses. Extra information, including the links to the licence deed and legal code for each one, is ours.

Creative Commons Attribution Non-Commercial License (CC BY-NC)
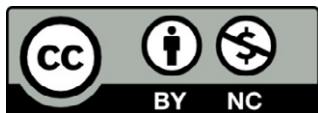
CC BY-NC: This license allows reusers to distribute, remix, adapt, and build upon the material in any medium or format for non-commercial purposes only, and only so long as attribution is given to the creator.

It includes the following elements:

BY – Credit must be given to the creator

NC – Only non-commercial uses of the work are permitted

CC BY-NC Licence deed | CC BY-NC Legal code

Creative Commons Attribution Non-Commercial Share-Alike License (CC BY-NC-SA)

CC BY-NC-SA: This license allows reusers to distribute, remix, adapt, and build upon the material in any medium or format for non-commercial purposes only, and only so long as attribution is given to the creator. If you remix, adapt, or build upon the material, you must license the modified material under identical terms.

CC BY-NC-SA includes the following elements:

BY – Credit must be given to the creator

NC – Only non-commercial uses of the work are permitted

SA – Adaptations must be shared under the same terms

CC BY-NC-SA Licence deed | CC BY-NC-SA Legal code

Creative Commons Attribution No-Derivatives License (CC BY-ND)
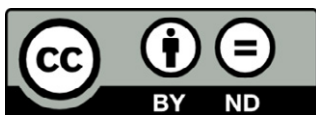
CC BY-ND: This license allows reusers to copy and distribute the material in any medium or format in unadapted form only, and only so long as attribution is given to the creator. The license allows for commercial use.

CC BY-ND includes the following elements:

BY – Credit must be given to the creator

ND – No derivatives or adaptations of the work are permitted

Note: Many open education advocates do not consider a resource containing a no-derivatives restriction to qualify as OER, because users are restricted from revising or remixing the resource.

CC BY-ND Licence deed | CC BY-ND Legal code

Creative Commons Attribution Non-Commercial No-Derivatives (CC BY-NC-ND)

CC BY-NC-ND: This license allows reusers to copy and distribute the material in any medium or format in unadapted form only, for non-commercial purposes only, and only so long as attribution is given to the creator.

CC BY-NC-ND includes the following elements:

BY – Credit must be given to the creator

NC – Only non-commercial uses of the work are permitted

ND – No derivatives or adaptations of the work are permitted

Note: Many open education advocates do not consider a resource containing a no-derivatives restriction to qualify as OER, because users are restricted from revising or remixing the resource.

CC BY-NC-ND Licence deed | CC BY-NC-ND Legal code

Public domain

The public domain comprises all the created works for which no exclusive copyright regulations or rights apply.

This may be because:

- the rights have expired, often after 50 years or more — for example, the works of Shakespeare.

- the rights have been forfeited — for example, the state may commission someone to create work specifically for sharing in the public domain.

- copyright is inapplicable — for example, it would be difficult to ascertain who owns the copyright to a recipe for fish soup or the process for adding fractions.

- copyright is expressly waived — for example, a living author may decide to make all their work freely available to all to use as they desire. In some countries, once individual copyright has expired, the state then holds the copyright. Creators in those countries could choose to pre-empt this by sharing their works under a CC0 licence.

You can read more about CC0 at CC0.

Now complete Activity 2.4 to see how well you have understood the Creative Commons licences.

ACTIVITY 2.4

Answer the following questions to check that you understand the various Creative Commons licences and elements.

1. Which statement best describes the ND element? (=)

A. Users cannot make any copies

B. Users cannot change the resource

C. Users can change only the images in the resources

D. Users can make only one copy of the original

2. Which statement best describes the SA element?

A. Users must ask permission to use the resource
B. Use the same licence as the original resource
C. Users cannot change the resource
D. Users must send their revised resource to the original creator

3. True or false? When you create a piece of work it is automatically copyrighted with an open licence.

- True
- False

4. Identify the licence that gives a user the most freedom.

A — CC BY

B — CC BY SA

C — CC BY NC

D — CC BY NC SA

E — CC BY ND

F — CC BY NC ND

5. Which element does this CC symbol represent?

A. Share-Alike
B. Non-Commercial
C. Attribution
D. No Derivatives

6. The Creative Commons Zero dedication is equivalent to:

CC ZERO

A. CC BY
B. GNU licence
C. Full copyright
D. Public domain

7. Which licences do not allow repurposing or adaptation?

A D

B E

C F
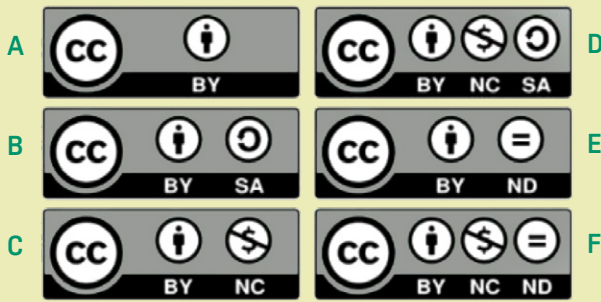
A. D and F
B. E and F
C. C and F
D. A and B

ANSWERS TO ACTIVITY 2.4

1. **B**: No Derivatives (ND). You let others copy, distribute, display and perform only original copies of your work. They cannot change it in any way. If they want to make any changes, they must get your permission first.

2. **B**: ShareAlike (SA): You let others copy, distribute, display, perform and modify your work, as long as they distribute any modified work using the same licence as you have used. If they want to distribute modified works under other terms, they must get your permission first.

3. **False**: When you create a piece of work it is automatically copyrighted as all rights reserved.

4. **A**: The Creative Commons Attribution licence only requires attribution (i.e. the person who created the original work must be named). The remaining licences impose additional restrictions.

5. **C**: Attribution. All CC licences require that people who use your work in any way must give you credit (attribution) in accordance with the licence provisions, but not in a way that suggests you endorse them or the use of their works. If others want to use your work without giving you credit, or for endorsement purposes, they must get your permission first.

6. **D**: CC0. The work is dedicated to the public domain. The author has waived (given up) all of their rights to the work being protected under copyright law worldwide.

7. **E and F**: Licences that contain ND (No Derivatives) do not allow the original resource to be changed in any way.

We now turn to Unit 3, which shows you how to align your revised OER with your national curriculum.

Unit 3: Aligning OER with a national curriculum

The main reason for using OER is to enrich your curriculum and maximise learning by providing students with learning resources that you can customise for your local context.

Given the high costs associated with creating, printing, producing and distributing learning resources, using OER to support curriculum implementation can help cut the costs of education substantially. Thus, using OER makes sense — if they match the school curriculum. This can be achieved by adapting OER for the national curriculum.

A search for open content rarely turns up resources that are perfect in every way for a new learning context. For example, you may need to:

- simplify or change the language,
- replace images with local examples, or
- use only part of the resource.

You may find the TIPS framework, developed by COL's Educational Centre for Asia, useful for this.

It identifies several guidelines for assessing the quality of OER which could be summarised in four questions as follows:

- How well does the resource **teach**?
- Is the **information** correct, relevant and useful?
- Is the **presentation** accessible and user-friendly?
- Is there a **system** in place to access, use and adapt the OER?

- Write down three questions you would ask yourself to ensure the OER you find is well aligned with your subject.

- Exchange your answer with a friend through WhatsApp.

- Look for one OER for your subject and evaluate it, using the TIPS framework for guidance.

- On which two TIPS guidelines does your resource score highest, and on which two does it score lowest?

- As you work through your ideas in relation to the above questions, you may like to look at *Implementing an Inclusive Curriculum,* a resource from New Zealand. We hope it will spark some ideas. Can you find, or are you aware of, similar guidelines in your own country?

KEY CONSIDERATIONS IN ALIGNING OER WITH THE CURRICULUM

The first thing to consider when you are reversioning OER to align with your curriculum is the resource's relevance to the subject you are teaching. The OER should help students to achieve the subject or course learning outcomes. This means that the **level** of the content should be appropriate to the students' situation. If the language is not suitable for your particular context, the content may have to be translated or expressed in simpler language.

An excellent example of adapting language to align with a particular curriculum is African Storybook. One of Saide's flagship initiatives, it has thousands of early reading resources in numerous languages.

African Storybook: An OER case study from Africa

Some countries — including Kenya, South Africa and Nigeria — have translated some of the reading resources to align with their curricula. When you have an Internet connection, look at these resources on the African Storybook website.

The website contains a lot of information about the resources on the site.

You will see that the stories on the website are graded according to reading levels. This is an example of aligning content with a specific level of, for example, ability; in this instance, reading level of children. But of course, any books can be read by any person at any time.

Africa Unity Race Nina Orange The story is about two young people who run across Africa to spread the message of unity. On the way, others to join the race	✓ 4 ›
Ah! Football! Ursula Nafula A little boy is sent by his grandmother to buy few items from the shop. He goes off with his best friend and ends up playing football with other friends. Will he bring what he was sent to buy?	✓ 2 ›
Akabenje Stellah Nakasango Olugero luno lukwata kukabenje omulezi keyalaba nga kabawo. Omulenzi ayonyora nga webyali nga byona bibawo.	Bilingual ✓ 1 ›

Now think about the following questions:

1. Would it be useful to have a Storybook Model for the Pacific region?

2. Can you think of a traditional story that you could contribute to such a collection?

3. How many languages would the story need to be translated into to accommodate all readers in your country?

There are many aspects of a book developed elsewhere that you may want to adapt to suit your curriculum. For example:

• You may want to change the names of people and places to something your students are familiar with and can identify with.

• You may want to change some of the images to make the story more geographically and culturally relevant.

• You may also want to use the story in a more interactive way, in which case you could build questions or some other learning activities around sections of the book.

• Instead of presenting the book as a reading story, you may be able to use it for teaching geography — for example, countries, cities, rivers, mountains and historical monuments.

You may remember from Unit 2 of this guide that not all open licences allow a resource to be adapted. When you are sourcing OER with the intention of adapting them, avoid any that are licensed as No-Derivative (ND) — those CC licences forbid any changes to the original.

COMPETENCIES YOU NEED TO ADAPT OPEN CONTENT FOR YOUR CURRICULUM

Repurposing or adapting resources requires some technical ability. What basic computer skills do you need to adapt OER to suit your curriculum?

Open content is not exclusively digital. There are many paper-based resources — for example, open textbooks, workbooks, worksheets and homework assignments that you can print out for your class. However, most open resources are stored and distributed in digital formats. Sharing resources via the Internet is tremendously valuable because the distribution costs are low, you can use powerful search tools to find open resources and educators can connect with each other and share their experiences of improving classroom practices.

Consequently, users of open content will at some point need digital skills to help them find existing resources, adapt and improve OER, and then share their content widely for the benefit of others. It is worth investing time to improve your digital skills and associated digital literacies.

When we thought about this for ourselves, we came up with the following ideas. You may like to compare them with your own.

- Advanced search skills

- Graphic editing (e.g. manipulating images, creating infographics, etc.)

- Audio editing

- Video editing

- Mastering presentation software

- Building social networking skills to widen personal learning networks

- Basic website publishing skills (e.g. starting a personal blog to share experiences and resources)

ACTIVITY 3.3

OER Commons: An OER case study from the USA

When you have Internet access, learn more about creating and remixing open resources by watching ISKME's *How to Use Open Author on OER Commons*.

Identify some of the digital skills teachers may need to be able to make best use of digital OER.

WHEN DOES IT MAKE SENSE TO CREATE A RESOURCE FROM THE BEGINNING?

Sometimes it is better to create a resource from the beginning than to adapt an existing resource.

Can you think of any subjects in your country/region for which it is difficult to find free or affordable content?

WHEN DOES IT MAKE SENSE TO REVISE AN EXISTING RESOURCE?

Some educators claim that they would rather create a resource themselves than fix someone else's resource. They claim revising is time-consuming and can result in a resource that is not effective. Revising a resource **does** require specific skills, and not everyone is good at it. Therefore, it is worth spending time searching for and identifying OER that require minimal revision to save time and effort — and make success more likely.

ACTIVITY 3.4

When you have Internet access, listen to *OER 15% Rule of Thumb*, a recording of the views of a courseware developer at OER Africa on when resources should be revised and when a new resource should be developed instead. He discusses the following points:

- An analysis should be done before revision

- Apply the 15% rule

- Too many designers don't revise enough

Note that the recording contains his personal views, which are not necessarily what is internationally standard. You may hold completely different views.

Share your opinion of the views raised in the recording with a friend, drawing on your own experience in adapting OER for your curriculum.

Remember: We now have a new course available called *Digital Skills for OER Sharing*. All the content is freely accessible at DS4OERS.

Here is an example of an OER created by a Pacific teacher on the course. What do you think? How would you reversion this example for your own teaching?

In Unit 4, we will look at making content appropriate for your particular context.

Social Science Year 7
A Fijian village Setting: Worksheet
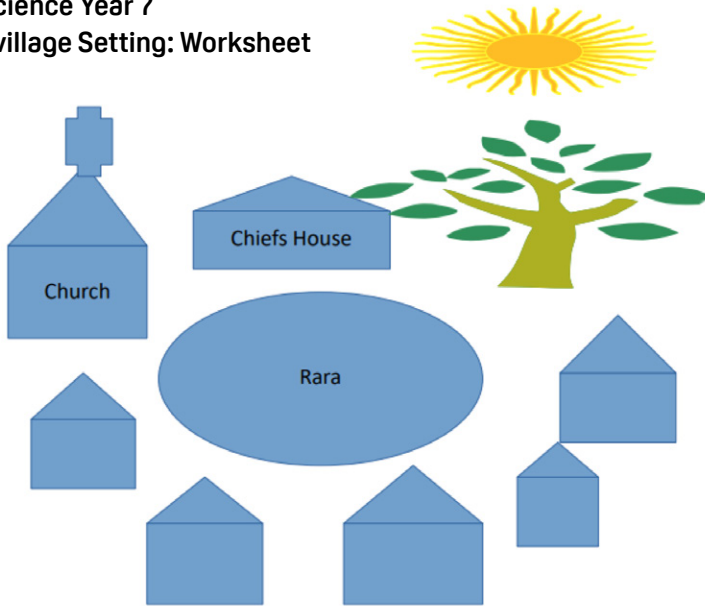
Study the illustration provided and answer the question given below:

1. Is this setting comnon in Fiji? Explain.

_____

2. Who are the residents of such communities?

_____

3. What is the leader of the community known as?

_____

4. How is the leadership position gained in such communities?

_____

5. What can you say about the community's cultural hierarchy?

_____

6. What is a 'Rara'?

_____

Unit 4: Ensuring your content is appropriate and relevant

Once you have identified a resource, are happy with its quality, and have determined that it has an open licence appropriate for your needs, there are a number of ways to adapt it for your own purposes. Remember, OER are only useful if the students you are using them with can relate to them. It is therefore vital that you revise them with your students in mind.

Also, try to find resources in editable file formats.

When you find a resource you think you can use, save it to your device. You may be able to use the Save or Download function in the website where you found it. If you cannot find editable file formats, use the Copy and Paste functions on your device. Sometimes it is easier to select only the *part* of the OER that interests you and copy and paste it into another application before you save it directly to your device.

The quickest way to copy and paste on most devices is as follows:

- Copy: hold down the Control (ctrl) button + the C button: **ctrl-C**

- Paste: hold down the Control (ctrl) button + the V button: **ctrl-V**

On an Apple Mac, the key combination is slightly different:

- Copy: Command (cmd) + C: **cmd-C**

- Paste: Command (cmd) + V: **cmd-V**

Once you have an editable copy of the OER saved to your device, it is time to start adapting it and making it your own. Use whatever software you are familiar with (e.g. Microsoft Word, LibreOffice, Pages) and create a version that speaks to your students and your context.

> **ACTIVITY 4.1**
>
> When you have Internet access, watch *How to COPY and PASTE Text & Images* to learn more about three ways to copy and paste on a computer.

You can use the following checklist as you work on your adaptation:

- **Clarity, comprehensibility and readability**: Is the content clear, comprehensible and well organised (logic, sequence and flow)?

- **Consistency and accuracy**: Does the resource use consistent language and terminology? Is the content accurate, error-free and unbiased? Is it free from factual, grammatical and typographical errors?

- **Production quality**: Is the information clear and understandable? Are the layout and interface easy to navigate? Do the design features enhance learning? Are there broken links or obsolete formats?

- **Interactivity**: Does the resource encourage active learning and class participation? Are there opportunities for students to test their understanding of the material (e.g. a video with embedded questions)?

- **Interface**: Is the text free of significant interface issues, including navigation problems, distortion of images, charts, and any other display features that could distract or confuse the reader?

- **Cultural relevance**: Is the text culturally sensitive or not offensive in any way? It should make use of examples that are inclusive of a variety of races, ethnicities and backgrounds. Most OER available on the Internet have been produced in North America or Europe. You can replace inappropriate images or examples with better ones from your own context. For example, people in the Pacific will not relate to images that show snow or coniferous trees. You should replace such images with ones that show your own environment (Figure 8) — unless, of course, you are teaching North American or European geography. And you could change names in the text from American names to those used in your own area, for example. You can also take your own photographs with a digital camera or smart phone and insert them into your resource. If you use images of people, make sure you have their permission (see the media release in Appendix 2 for an example of how to do this), and then apply an open licence to your images (see Unit 2).

Figure 8: Use images that are relevant to your students

Snow-covered trees by photoeverywhere. co.uk is licensed under CC BY 2.5

Coconut Trees, Samoa by Teinesavaii is licensed under CC BY-SA 3.0

Replace this...   ...with this

- Terminology: Will students be familiar with the words used in the text? Even though two countries speak the same language, each country may have its own words for certain things. For example, people in North

America use the word "hood" to describe the hinged cover over the engine of motor vehicles, while people in Commonwealth countries normally use the word "bonnet." Americans refer to a "diaper," while people in Commonwealth countries refer to a "nappy."

- **Accessibility**: Is the content accessible to students with disabilities? For example, do images have alternative text that users can read? Do videos have accurate closed captioning or subtitles? Are students able to access the materials in a quick, non-restrictive manner?

Perhaps some of the above terms are new to you?

Alternative text refers to text that can be displayed, or read aloud by a screen reader, for learners with visual impairment or when the link to the image is broken. It is often called Alt Text.

In Word and LibreOffice, you can left-click on an image to add or edit the alternative text.

For example, if you left-click on the image below of an inclusive classroom in Tonga, you will see that the alternative text that will be picked up by a screen reader is currently:

"A group of people clapping." This text was automatically generated and could be edited to emphasise the point you want to make. For example, you could use: "Primary school students clapping hands in an inclusive classroom in Tonga."

Closed captioning (and subtitles) display dialogue and information about background noises on a television or video screen. They are useful for students who are watching something in a language they are not familiar with and for students who have an auditory impairment and cannot hear the soundtrack.

Inclusive classroom in Tonga by Connor Ashleigh for AusAID CC BY 2.0

You can read more about this and find examples at Closed captioning.

Remember to attribute the original resource and the author(s) somewhere in your new resources.

You may find 4.1 Choosing and Applying a CC License | Creative Commons Certificate for Educators, Academic Librarians and GLAM helpful.

ACTIVITY 4.2

In relation to the checklist item 1, the following sentence is much longer than it should be:

It was a dark and stormy night; the rain fell in torrents—except at occasional intervals, when it was checked by a violent gust of wind which swept up the streets (for it is in London that our scene lies), rattling along the housetops, and fiercely agitating the scanty flame of the lamps that struggled against the darkness.

Source: Edward George Bulwer-Lytton, Paul Clifford (1830)

Rewrite this so that it is more than one sentence and is easier to read.

When you have Internet access, watch *Helping Passive Learners to Become Active Learners*. It is a video of a PowerPoint presentation and has no sound. It explains the concept of active learning, and how it can be encouraged in the classroom.

ACTIVITY 4.3

Working with a colleague, think of some names for items you use in your own country that may have different names in other countries where your language is spoken. Make a list of them, and find out what names are used in other places.

Unit 5: Building in appropriate learning activities, reflection activities and assessment tasks

In this unit, we provide you with guidelines on building appropriate learning activities, reflection activities and assessment tasks into the resources you develop for your subject.

We all know that learning is an active process. Students learn best if they engage with a resource and then do activities based on that resource — they answer questions, they discuss topics and issues, they construct something or they critique the resource. Thus, learning activities need to be part of the resources you are using in your curriculum. This is especially important if students will be working largely independently, as is the case with open, distance and flexible learning (ODFL) provision.

AUTHENTIC LEARNING ACTIVITIES

Authentic learning activities can improve the quality of learning and maximise the benefits of learning when using OER. Teachers should design authentic learning activities according to their teaching context.

Authentic learning activities are:

- Real-world experiences where students learn about and apply what they learn to solving actual real-life problems. Instead of being asked to apply abstract thinking, the student is confronted with a life situation that must be addressed based on their thinking, their experience and their understanding of the context.

You will find several examples at STEM Projects That Tackle Real-World Problems and 7 Real-World Issues That Can Allow Students to Tackle Big Challenges.

- Real experiences in settings that are similar to authentic environments — for example, laboratory or simulation experiments. Technology is very handy in this regard as it provides simulations of various degrees of authenticity, like showing the appropriate use of scientific equipment and processes.

  You can find further explanations and examples at Educational Animation and Easy Science Experiments to Do at Home.

- Real-world experiences can also be integrated into learning programmes as authentic short-term work placements — for example, teaching practice for trainee teachers. In some school systems, senior students may be offered opportunities to go on work placements or to simulate a working environment by establishing and managing a micro-business for a limited period, usually based on a non-profit motive. In some TVET provision, short work placements are an essential curriculum requirement. This is common in the technical and further education (TAFE) sector in Australia.

In authentic activities, the curriculum delivery model is redesigned to integrate practice with theory in a mix of blended learning. The focus is on the "student journey," which provides opportunities for realistic work experience.

ACTIVITY 5.1

1. When you have Internet access, watch these videos on authentic learning:

- *Authentic Learning: Brings Science to Life*
- *Authentic Learning Through Quality Interactions*
- *From Worms to Wall Street: Projects Prompt Active, Authentic Learning*

    2. Now watch *Authentic Learning, Authentic Context*.

    a. Which of the elements of authentic learning that are discussed in this video do you find easy to integrate in your teaching?

    b. Which ones do you find difficult and why?

3. Based on your engagement with this activity, which key principles of authentic learning would you say could inform your own practice?

Here is a list of principles of authentic learning and examples of how they can be implemented:

- Provide an authentic context that reflects the way the knowledge will be used in real life.

    For example, students need to add, subtract, multiply and divide numbers when they go shopping. This is a valid Maths activity.

- Provide authentic tasks and activities.

    For example, students could develop questions to interview their grandparents about what life was like in the past for History.

- Provide access to expert performances.

  For example, we could ask parents with different kinds of skills and knowledge to give class talks in person or online.

- Provide multiple roles and perspectives.

  For example, students could research issues related to plans to build a local dam and then present the differing views of the local residents, the government, the contractors, the conservation body, etc.

- Support collaborative construction of knowledge.

  For example, we could build a new learning resource for others to use by remixing, revising and reversioning existing OER.

- Promote reflection to enable abstractions to be formed.

  For example, we could ask students to collect information on biodiversity in their local neighbourhood and then explore patterns and trends when all the reports are presented together.

- Encourage students to express their ideas and so share tacit knowledge.

  For example, we could encourage students to talk and write about real issues in their community and to research information on which to base arguments about those issues — for example, should mask-wearing in public places be enforced or discontinued?

- Provide coaching and scaffolding.

  For example, we could provide rubrics for self- and peer-assessment and create physical or online spaces in which students can explain their thinking and their actions and receive feedback and encouragement from both their peers and their teacher.

- Provide for authentic assessment of learning.

  For example, we can help students to use fractions to solve problems in their everyday lives rather than simply giving them pen-and-paper tests or exams. Some teachers find this approach challenging. Therefore, we will explore it in more detail in the last unit of these guidelines.

REFLECTION ACTIVITIES

Reflection activities are an essential aspect of learning. They help students assess their progress as they work through a topic. If a student does not take time to stop and reflect, they could work through a whole topic without fully understanding anything or being able to apply the information they learn.

It can be argued that people do not learn something simply by being told about it. Think of your own experience of learning something new recently. Think also of your experience of trying to teach something to your own children and the important role you play in modelling behaviour and understanding.

As students, we engage in a genuine activity once we:

- start reflecting on what we do,

- think back on what we have done, and

- learn from both what we do and what we have done.

Consider the example below. It is a slightly edited version of an OER created for students of English in Vanuatu and reversioned slightly for use by students of English in Fiji.

Present Continuous Tense

Introduction

We have learned that sentences can refer to past, present or future events.

In this lesson, we explore the present continuous tense.

The present continuous of any verb is composed of two parts: the present tense of the verb "to be" + the present participle of the main verb.

When an action continues for a while in the present, what verb tense is that?

ACTIVITY 1

Purpose: Learn to use the present continuous tense in English

Time: 10 minutes

Task: Watch the following video clip to enhance your understanding on the basic rule in forming the Present Continuous Tense.

Feedback: From watching the video, you should be clear on the following issues:

Present Continuous

This video clip explains how the Present Continuous Tense is formulated.

The basic rule for the Positive form is: Subject + verb to BE + verb + ING.
The basic rule for the Question form is: Is + Subject + verb + ING
The basic rule for the Negative form is: Subject + verb to BE + not + verb +ING.

Here is a useful way to remember the form of the present continuous tense:

This image illustrates what someone is doing at the moment. The sentence given is in the Present Continuous Tense.

ACTIVITY 2

Purpose: Using the present continuous tense

Time: 10 mins

Task: Complete the exercise below.
Each sentence given below has a blank space. Fill in the blanks with the appropriate present continuous form of the verb given in the brackets.

1. Hurry up! We ……………………………….. for you. (wait)

2. "What are you …………………………….?" (do)
   "I ……………………………. letters." (write)

3. He ……………………………. in Fiji at the moment. (work)

4. She doesn't like to be disturbed when she …………………………….. (work)

5. That child ……………………………… bigger every day. (get)

6. Why is that girl …………………………….. on the table? (stand)

7. I …………………………………….. for the shops to open. (wait)

8. I ………………………………….. Javed tomorrow. (see)

9. The universe …………………………………, and has been since its beginning. (expand)

10. My sister ………………………………. at home with us for the moment. (live)

Feedback: See the answer key at the end of the lesson.

Let us now bring together our prior and new learning.

ACTIVITY 3

Purpose: To combine our prior learning on present simple with our new learning on present continuous.

Time: 10 mins

Task: Click on the link below and complete the activity:
https://www.englishpage.com/verbpage/verbs1.htm

Feedback: Answers are provided when you complete the activity online.

Acknowledgement: This resource is a revised version of a lesson prepared by Jeanrose Seth in Vanuatu. You should be able to access more examples like this from the OER Library at: https://notesmaster.com/

[**Note**: For offline use, we could remove the video link in Activity 2 and replace the video with examples of sentences using the present continuous tense. For example, see Examples of Present Continuous Tense. Similarly, we could replace the activity link in Activity 3 with examples and an answer key like in Activity 2 and below.]

Answer key:

1.	are waiting	6.	standing
2.	doing; am writing	7.	am waiting
3.	is working	8.	am seeing
4.	is working	9.	is expanding
5.	is getting	10.	is living

Can you see the development in the above example?

The idea of the present tense is introduced using a video and text. Then the key concept is consolidated using a diagram. The students then practise using their new understanding in sentences that could come up in everyday conversation. Finally, they connect their new understanding with their previous learning.

When you are planning a face-to-face or online lesson, or you are creating a resource for learners to use independently at home, it is helpful to plan for three phases:

- How will you **introduce** the concept(s) that students need to learn? Can you link to any prior learning, whether this was formal or informal?

- How will you **develop** the new concepts and provide opportunities for practice?

- How will you **consolidate** the learning and help students to connect the new learning to a bigger frame of reference, preferably using authentic examples?

Now look at the following example from the Open Schooling Project in Nigeria.

ACTIVITY 5.2

Can you see the three phases referred to above? How would you modify this lesson for use in your own context in the Pacific?

UPMAT4 LESSON 2.5.4

Word Problems Involving Estimation

Crowded classroom by Eva-Lotta Jansson/UNESCO EFA Report is licensed under CC BY-SA

1. INTRODUCTION

You have learnt about estimation in operations of sum and product of number in the last lesson. You will learn about word problems involving estimation in this lesson.

Objectives

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

- Appreciate the need for estimation in everyday activities.

ACTIVITY 1

Purpose: To recap our previous learning

Time: 10 minutes

Task: Find the estimated value of the following sum and products.

a. 1. 25.78 + 63.34

b. 612 + 587

c. 23.7 x 17.4

d. 48 x 94

Feedback: If possible, compare your answers with somebody else and discuss any differences. If necessary, revise the previous lesson.

2. EXPLORING WORD PROBLEMS

Word problems can be interpreted into mathematical statements and estimation can then be used to help solve word problems.

ACTIVITY 2

Purpose: To explore the solution of word problems using estimation

Time: 10 minutes

Task: Examine the following examples carefully.

Example 1: Five schools have the following populations of pupils: 287, 384, 353, 255 and 292. What is the total population of the pupils in these five schools (to the nearest ten)?

Feedback:

Step 1: Approximate population of the pupils to the nearest tens are: 290, 380, 350, 260, and 290.

Step 2: Find the sum of the approximate population of the pupils.

	2	9	0
	3	8	0
	3	5	0
	2	6	0
+	2	9	0
1	5	7	0

Did you get 1,570? Well done.

Step 3: Actual sum of the population of pupils.

	2	8	7
	3	8	4
	3	5	3
	2	5	5
+	2	9	2
1	5	7	1

Did you get 1,571? Well done. It is near 1,570. So, the population of the pupils to the nearest 10 is 1,570.

Example 2: A boy and two girls in a class have the following weights: 38.4 kg, 27.2 kg, and 24.5 kg. What is their total weight in kilograms (to the nearest unit)?

Feedback:

Step 1: Round off the weight to the nearest unit: 38 kg, 27 kg, 25 kg

Step 2: Find the sum of the approximate weights: 38 kg + 27 kg + 25 kg = 90 kg

Step 3: Actual sum of the weights is: 38.4 kg + 27.2 kg + 24.5 kg = 90.1 kg

It is near to 90 kg.
Therefore, the total weight in kilograms to the nearest unit is 90 kg.

3. SOLVING WORD PROBLEMS

ACTIVITY 3

Purpose: To practise solving word problems using estimation

Time: 20 minutes

Task:

1. A parent bought 28 boxes of apples for their family. Each box contains 21 apples. How many apples did they buy altogether to the nearest hundred?

2. A boy has nine textbooks. Each has 281 pages. What is the approximate total number of pages?

3. A tin of milk weighs 170 g. What is the approximate weight of 2 tins?

4. What is the approximate income of 5 labourers in a year, if one labourer earns N5,888 per month to the nearest thousand?

Feedback:

1. 600 apples

2. 2,500 pages

3. 300g (actual weight 340 g)

3. N360,000 (5 labourers x N6,000 x 12 months)

Conclusion

In our day-to-day activities we encounter tasks that demand estimation from us. Planning for shopping, construction, business and even farming requires some estimation skills. Words can be converted to numbers and then rounding can be used to help us estimate how much we might need to spend on groceries, on petrol to get to and from work or on cattle feed per month.

Sources:
The lesson was adapted from:
Mohammed, W. U., et.al. (2013): MacMillan mathematics. Lagos: yaba

Content developed by:
Adamu, M. (2020). Lesson 2.5.4 Word problems involving estimation. Nigeria Open Schooling Project.

You probably noticed that the content of this lesson is very close to what is taught in schools in your own country. Of course, you would need to change the currency in Activity 3, Question 4 to match your own currency! What else would you change?

AUTHENTIC ASSESSMENT TASKS

Authentic learning goes hand in hand with authentic assessment. This type of assessment differs from traditional forms of assessment in that it considers high-level cognitive skills, like analysis, synthesis and creativity. Authentic assessment is a form of assessment in which students are asked to perform real-world tasks that demonstrate the meaningful application of essential knowledge and skills. Once students get used to engaging in problem-based learning, they will be comfortable with authentic assessment.

ACTIVITY 5.3

Choose a topic in your subject area and develop a series of knowing, doing and reflecting activities.

GUIDELINES FOR DESIGNING AND DEVELOPING AUTHENTIC FORMATIVE ASSESSMENT ACTIVITIES

1. Make sure that the learning objectives, subject content knowledge and skills covered and assessment criteria all align.

   - Check that you are assessing what the learning material covered.

   - Hint! Start with the end in mind (backward design) — that is, develop assessment criteria that will provide evidence that learning objectives have been met; use these to design a series of activities that students need to complete; then identify what content students will need to complete these activities and the overall assessment.

2. State the purpose of the activity explicitly. Students must understand the aim of the task.

3. Design assessment activities that are authentic and match real-world tasks.

   - Provide an opportunity for the students to apply their knowledge and skills, rather than having to complete assessment tasks that are de-contextualised and only require the students to recall theoretical facts.

   - Enable students to learn from their own realities and personal experiences, contexts, investigations and synthesis of knowledge by linking assessment tasks to real-world contexts.

4. Make the assessment rubric available upfront. Students need to understand how their work will be assessed and to have a clear idea about the criteria that will be used to assess their tasks.

5. Be explicit about how long the students should expect to spend on the task and about the resources they should consult. Time-management is crucial. If the assessment activities need to be completed over a longer period of time, give milestones/sub-tasks that lead up to the final assignment. Value and assess both the process and the outcome.

6. Provide clear, unambiguous guidelines.

   - Delineate the steps needed to complete the activity. Students cannot complete a task or answer a question if they do not understand the instructions or questions.

   - Direct the students to key resources and tools.

7. Move from simple to complex. Move beyond activities that require simple recall to one based on understanding ideas, applying knowledge to new situations and using your own examples to explain a concept. (Refer to the handout on Bloom's taxonomy in the teacher's guide.)

8. Plan the feedback loop. Think carefully about how you will provide feedback. This may include:

   • Preparing a detailed individual written or verbal discussion of the assessment task, strengths and weaknesses.

   • Providing a generic reflective discussion in written form that serves to consolidate key learning points related to the assessment task.

   • Including a dual assessment process (see authentic assessment Example 1) in which the student marks their own work and arrives at a score. The teacher also assesses and marks the task. Where there is a discrepancy in the mark allocation, the teacher engages the student on why the teacher has assessed and marked the task differently. The discussion becomes a learning moment.

   • Preparing a model answer.

EXAMPLE OF AN AUTHENTIC ASSESSMENT TASK

English Language Assessment Task

Background

Some people say that wearing a school uniform is an ongoing part of colonial history and should have no place in modern Pacific Island countries. Others say school uniforms are practical and useful.

Objectives

   • Prepare a speech in writing in which you express your views on why students should not have to wear school uniforms.

Task

You are a member of your school's debating team. This topic has been set as a prepared topic for debate in the final round of your national schools debating competition.

   • Write a speech that will take three minutes to deliver.

   • Prepare and structure an argument in which you argue against students having to wear uniforms to school.

- Provide a brief background (history) of the custom of wearing uniforms. Give consideration to economic, social and cultural issues.

Suggested time

Four hours to research, structure and prepare the first draft of your written speech, share it with a study buddy to get feedback, revise and finalise.

Audience: The national debating adjudication panel.

What you will do:

1. Refer to the criteria in the assessment rubric (below) to help you plan your written speech.

2. Use the Internet, library or other resources to research your topic. You may want to interview or talk to some parents, teachers and students to gather their views on this topic.

3. Use the following guidelines to plan and prepare your written speech:

   - Your purpose must be clear. Define your primary message at the outset. Your audience should know what your position is.

   - Know your audience.

   - You may want to use a brief story or anecdote to make your point(s).

   - Use one or more images to capture your audience's attention.

   - Structure your argument carefully to write a persuasive speech.

   - Conclude in a way that encourages your audience to engage in the topic sympathetically.

4. Prepare a first draft. Check your language usage. Check the timing. Can this speech be delivered in three minutes?

5. Share your first draft with a study buddy (if you can) and get suggestions for improvements.

6. Make revisions and finalise the speech.

ACTIVITY 5.5

1. Design an authentic assessment task for a concept or concepts in your subject area.

2. Share your task with a colleague and review each other's tasks.

Assessment rubric for written speech

	4	3	2	1
Purpose	Presents effective argument	Presents good argument	Presents an argument	Does not present an argument
Audience	Clearly addresses specific audience	Addresses specific audience	Minimally addresses specific audience	Shows lack of attention to a specific audience
Elaboration (x2)	Successfully combines words and images to provide convincing, unified support for a position	Combines words and images to provide unified support for a position	Includes some words that detract from a position	Uses words that do not support a position
Organisation (x2)	Presents points in a logical order, smoothly connecting them to the overall focus	Presents points in a logical order and connects them to the overall focus	Organises points poorly in places; connects some points to an overall focus	Presents information in a scattered, disorganised manner
Use of language	Successfully communicates an idea through clever use of language	Conveys an idea through adequate use of language	Uses language inadequately and lessens impact of ideas	Demonstrates poor use of language and confuses meaning
Grammar	Contains no errors in grammar, punctuation and spelling	Contains few errors in grammar, punctuation and spelling	Contains some errors in grammar, punctuation and spelling	Contains many errors in grammar, punctuation and spelling

Conclusion

This guide has introduced you to OER and how they are licensed, and has demonstrated the various ways in which they can be revised to align with your curricula and students' needs. It also explained how to build in learning and reflection activities, and assessment tasks when you are creating learning resources.

Remember, you cannot acquire other people's resources and use them "as is" in your own teaching. You must make the relevant changes to suit your own context. And you must always include full and accurate attribution.

Our references and attributions list, as well as Appendix 1, provide ideas to help you to further develop and use the OER that you discover. We wish you good luck with both your searching and your revision of OER.

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Appendix 1

Many institutions of learning throughout the world were closed as part of disease control measures introduced in response to the COVID-19 pandemic. At one point, almost 70 per cent of the world's students were not attending school (UNESCO, 2020). The Commonwealth of Learning (COL) stands ready to share its expertise and resources to enable stakeholders to keep the doors of learning open for all.

Learn more about the International Partnership of Distance and Online Learning for COVID-19.

Since its establishment in 1987, COL has helped governments and educational institutions in the Commonwealth to establish robust distance teaching institutions and build competencies in online learning practices. Over the years, it has created many resources, including courses, policy briefs, how-to toolkits, and guidelines on online learning and related areas that are downloadable for use by policy makers, teachers and researchers around the world.

In these unprecedented times, ODL can support learning in the non-formal and informal education sectors, as well as the formal education sector. Below is a curated list of resources for policy makers, school and college administrators, teachers, parents and students that will assist with student learning while educational institutions remain closed. Most of these are available as open educational resources with different licences. The specific licence conditions for reuse and remix are contained in the links.

Learning resources

   A. School level

   B. TVET Institute/college/university level

   C. COL resources

COL resources on online learning

   A. Policy briefs and guides for policy makers

   B. Basic guides on online learning, blended learning, open textbooks

   C. OER and MOOCs

   D. Quality assurance

   E. Technology and tools

Links and resources from other organisations

LEARNING RESOURCES

A. School level

1. African Storybook: thousands of picture storybooks in African languages to improve children's literacy and spark their imaginations.

2. CK–12 (elementary and secondary): learning resources in a variety of formats for Grades K–12.

3. OER for Open Schooling (OER4OS) — Commonwealth of Learning: 17 secondary school courses, at grade levels 10–12, specially designed for independent study.

4. Khan Academy: materials from Grade 9 to first year college.

5. MIT BLOSSOMS (Videos): Blended Learning Open Source Science or Math Studies (BLOSSOMS) is a series of secondary school–level interactive lessons presented in a widely accessible video format.

6. OER Commons: a wide range of learning materials for different levels, including professional development resources for teachers and an authoring environment.

7. OpenStax: a good starting point for accessing quality textbooks. Printable versions of textbooks can be accessed at OpenStax textbooks.

8. PhET (Interactive Simulations for Science and Math): interactive simulations for science and mathematics from the University of Colorado.

9. Siyavula (elementary and secondary): students' books and teachers' guides in English and Afrikaans.

10. Storyweaver: over 19,000 stories in over 300 languages to promote reading among kids.

B. TVET Institute/college/university level

1. BC Open Textbooks: over 300 textbooks on different subjects available in different formats.

2. eCampus Ontario: a large number of learning resources from educational institutions in Ontario, Canada.

3. LabXchange: an online community for learning, sharing and collaboration.

4. Lumen Courses (tertiary): a range of courses in different disciplines from a range of institutions.

5. MERLOT: a high-quality sharable online learning resources repository contributed by member institutions from around the world.

6. MIT OpenCourseWare: OER repository from MIT on science, engineering and technology subjects.

7. National Open University of Nigeria, OpenCourseWare: e-courseware from the National Open University of Nigeria for many university-level courses.

8. NPTEL, India: an initiative of the Ministry of Human Resource Development, Government of India, this platform provides resources on science, technology, engineering and mathematics.

9. OER Africa: learning materials for agriculture, foundation skills, health and teacher education developed for the African context.

10. OERu Courses: a range of courses are available from accredited institutions for free.

11. Open Course Library: a collection of sharable course materials at college level.

12. OpenLearn: a free learning platform delivered by The Open University as part of its Royal Charter commitment to support the wellbeing of the community.

13. Saylor Academy: almost 100 full-length courses at college and professional levels.

14. Skills Commons: supported by the US Department of Labor's Trade Adjustment Assistance Community College and Career Training (TAACCCT), this platform provides learning resources for job-driven workforce development.

15. SWAYAM, India: an initiative of the Government of India, this platform offers university- and school-level courses on a range of subjects.

16. Virtual University of Pakistan, OpenCourseWare: this award-winning site by OE Global provides OpenCourseWare from Virtual University of Pakistan in a range of university-level subjects.

17. Virtual University of the State of São Paulo: integrated platform to YouTube and OER repository available in Portuguese.

C.   COL resources

1. COL Virtual Event Environment has over 100 courses on a range of subjects in technology, vocational education and higher education.

2. COL's Open Access Repository provides access to a large number of resources on online learning along with guides to help teachers plan, design, develop and offer quality online learning.

3. Directory of Open Educational Resources (DOER) has over 7,000 resources on higher education, open schooling, teacher education and technical and vocational skills development.

4. International Partnership of Distance and Online Learning for COVID19 offers a common gateway to pooled resources, shared expertise and online training to ODL institutions and organisations.

5. OER Support Group for Educators During COVID19 is a global community support group for those making the transition to online learning using open educational resources (OER) during the coronavirus pandemic.

6. Open Resources for English Language Teaching (ORELT) Portal has many classroom activities for teachers.

7. *Report to Commonwealth Education Ministers: From Response to Resilience*. This brief to Ministers of Education provides examples of how governments and institutions made it possible for people to continue their education during the COVID-19 pandemic and identifies factors that contributed to success.

8. *Teaching in a Digital Age* is a series of 12 videos with Dr Tony Bates based on key ideas from his seminal book *Teaching in a Digital Age: Guidelines for Designing Teaching and Learning*.

COL RESOURCES ON ONLINE LEARNING

A.   Policy briefs and guides for policy makers

1. *A Guide to Virtual Universities for Policy-Makers*

2. *Policy Brief: Doctoral Study and Research Degrees: Online and Distance Programmes*

3. *Policy Brief: Engineering Education: Online and Distance Programmes*

4. *A Policy Brief on MOOCs*

5. *Making Sense of MOOCs: A Guide for Policy-Makers in Developing Countries*

6. *Guidelines on the Development of Open Educational Resources Policies*

B.   Basic guides on online learning, blended learning, open textbooks

1. *Designing Online Learning*

2. *E-Learning: A Guidebook of Principles, Procedures and Practices*

3. *Education for a Digital World: Advice, Guidelines and Effective Practice from Around the Globe*

4. *Guide to Blended Learning*

5. *Guide to Developing Open Textbooks*

6. *Guidelines for Online Assessment for Educators*

7. *Pedagogical Innovations for Technology-Enabled Learning*

8. *Increasing Access to Education for All Through Mobile Learning*

9. *Designing and Implementing Micro-Credentials: A Guide for Practitioners*

10. *Commonwealth Certificate for Teacher ICT Integration (CCTI) Course Modules*

C.   OER and MOOCs

1. *A Basic Guide to Open Educational Resources (OER)*

2. *Understanding Open Educational Resources*

3. *Open Educational Resources (OER) for Open Schooling: Teachers' Guide*

4. *Case Studies on OER-based e-Learning*

5. *Guidelines for Open Educational Resources (OER) in Higher Education*

D. Quality assurance

1. *Blended Course Learnability Evaluation Checklist*

2. *Quality in MOOCs: Surveying the Terrain*

3. *Guidelines for Quality Assurance and Accreditation of MOOCs*

4. *Quality Assurance Guidelines for Open Educational Resources: TIPS Framework*

5. *Quality Assurance: Good Practices in ODL in Sub-Saharan Africa*

6. *Transnational Qualifications Framework for the Virtual University for Small States of the Commonwealth*

E. Technology and tools

1. *Creating and Repurposing OER Using FOSS: A How-To Guide for Teachers and Learners*

2. *Creating, Using and Sharing Open Educational Resources*

3. *Designing Learning Objects for Online Learning*

4. *Interactive Learning Objects: Toolkit for Teachers and Learners*

5. *The Re-use and Adaptation of Open Educational Resources (OER): An Exploration of Technologies Available*

LINKS AND EXAMPLE RESOURCES FROM OTHER ORGANISATIONS

1. ACET: *AECT's Response to the COVID-19 Virus*

2. Australian Government, Tertiary Education Quality and Standards Agency: *Online Learning Good Practice*

3. CONTACT NORTH: *COVID-19 and Online Learning: Five Fundamental Questions*; also see *How to Use Zoom Videoconferencing to Teach Online Effectively*

4. *Coronavirus Tech Handbook: Tools for Universities and Schools*: crowdsourced initiative

5. Creative Commons: *Online Meeting Resources Toolkit for Facilitators*

6. EDUCAUSE: *Online Teaching Strategies*

7. UNESCO Institute for Information Technologies in Education: *Guidance on Open Educational Practices during School Closures: Utilizing OER under COVID-19 Pandemic in line with UNESCO OER Recommendation*

8. *Higher Ed Guidance During COVID-19: Teaching, Learning & Student Support*: open doc

9. **H**amdan Bin Mohammed Smart University: *Cloud Campus*

10. International Council for Open and Distance Learning: *Coronavirus*

11. MIT Teaching and Learning Lab: *Teach Remote*

12. National Institute for Digital Learning, DCU: *Teaching Online — Resource Bank*

13. Observatory of Educational Innovation: *COVID-19: Free Educational Resources*

14. Open University of Sri Lanka: *ODL Resources (COVID-19)*

15. Odisha State Open University: *Free for University & College Students*

16. UNESCO Institute for Information Technologies in Education: *Personal Data Security Technical Guide for Online Education Platforms*

17. TDP@Scale Coalition for the Global South: *Teacher's Guide for Remote Learning During School Closures and Beyond*

18. Dr Denise Cox: *Teaching Online: A Rapid Response Series*

19. The Ed Techie Blog: *The Online Pivot – Student Perspective*

20. Armand Doucet, Dr Deborah Netolicky, Koen Timmers and Francis Jim Tuscano, *Thinking about Pedagogy in an Unfolding Pandemic*

21. Tony Bates Blog: *Advice to Those about to Teach Online because of the Corona-virus*

22. Training Industry: *Training Companies Offering Free Products and Services During the Coronavirus Pandemic*

23. UNESCO: *Distance Learning Solutions: More on UNESCO's COVID-19 Education Response*

24. UNESCO-UNEVOC: *OER in TVET Resource*

25. UNESCO-MGIEP: *Essential SEL Resources: COVID-19*

26. University of Cape Town: CILT Teaching Online Portal, which includes its *Remote Teaching – Quick Guide*

27. Wiley: *Online Teaching Resources*

28. World Bank: *Remote Learning, EdTech & COVID-19*

Appendix 2

MEDIA RELEASE FORM

I, the Undersigned, voluntarily agree that I be photo/videographed by a photo/ videographer acting for or on behalf of the Commonwealth of Learning (COL). I hereby grant COL permission to freely use, reproduce, publish and distribute (the photograph/video(s) taken of me, in any format and through any medium whatsoever, to promote the activities of COL and, including but not limited to publications, posters, audio-visual materials, web pages, and publicity material concerning the same. In connection with the foregoing, I agree that COL will have the right to change, edit and/or treat the photograph/video(s), provided that my image, and/or the setting in which the photograph(s) were taken, are not misrepresented.

I hereby furthermore grant COL the right to superimpose text or quotations on the photograph/video(s). In this eventuality, COL will add the following disclaimer to these photograph/video(s): "The text printed on the photograph/ video(s) does not necessarily represent the opinion, views or the beliefs of the person depicted."

By checking "yes" or "no" at the end of this sentence, I indicate whether or not I grant COL permission to use my name in captions that appear with my image:
☐ YES   ☐ NO

If I do not tick any box, I should be deemed to have withheld such permission.

I understand that the photographs will become the property of COL. The photographs may be used by COL, without any further consultation with me, for the above-mentioned purposes, free of charge, in any and all countries of the world.

I confirm that the content of this consent form has been explained to me, and that I fully understand its meaning.

Name: _____

Address: _____

Signature: _____
(If you are 18 years or less, the legal guardian is required to sign this form on your behalf)

Date: _____

Name of
COL staff
responsible: _____

Contact: info@col.org

MEDIA RELEASE FORM GUIDELINES

When is this form not required?

- When faces and settings of individuals in the photos/videos are not recognisable.

- Where public figures are involved (such as officials, including elected officials, are the subject of the photo/video) and at formal occasions like conference launches.

- When the photos/videos are of crowds in public meetings.

The UN guidelines and good practices require that consent should be explicitly sought using the form on all other occasions.

Workshop organisers can include the text of this form in the registration process.

All signed consent forms must scanned and placed on Connect as PDF with clear tags about locations and settings (like a workshop/conference or an event).

LEARNING FOR SUSTAINABLE DEVELOPMENT

COL is an intergovernmental organisation created by
Commonwealth Heads of Government to encourage
the development and sharing of open learning
and distance education knowledge, resources and
technologies.

VISION: To be the foremost global agency that
promotes learning for sustainable development

MISSION: To help governments and institutions to
expand the scale, efficiency and quality of learning
by using open, distance and technology-based
approaches

COMMONWEALTH OF LEARNING

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