

Potentials of sharing OERs transnationally

Efficient use of Open Educational Resources from other countries can offer several benefits and help achieve various objectives for higher education lecturers in teacher education programs and beyond.

- Diverse perspectives: Using OERs from different countries exposes students to a wide range of ideas and approaches, fostering critical thinking about different education systems.
- Enhanced collaboration: Adopting and adapting OERs can be a first step leading towards collaboration with international colleagues, sharing and co-creating practices and innovations in teaching and learning.
- Cost-efficiency: Free OERs can help reducing the financial burden on students and institutions.
- Accessibility: OERs can be easily accessed and distributed, enabling students and educators from different countries to benefit from the available materials.
- Customization: Educators can modify and adapt OERs to suit their local context and curriculum needs, ensuring that the content is relevant and culturally appropriate. This of course requires transparency about the original context and purposes of the original material.
- Improved learning outcomes: The use of high-quality OERs from other countries can lead to improved learning outcomes by providing diverse and engaging resources that cater to various learning styles and preferences.
- Encouraging innovation: Access to OERs can inspire educators to experiment with new teaching methodologies and strategies, leading to the development of novel and effective educational practices.
- Sustainability: The use of OERs supports the efficient use of resources and reduces duplication of efforts in creating educational materials, contributing to the overall sustainability of education systems.
- Promoting equity: OERs can help bridge the gap between developed and developing countries by providing access to high-quality educational resources for all, regardless of their geographical location or socio-economic status.

Success factors

Successful implementation of Open Educational Resources depends on a series of contextual factors:

- Quality assurance: It is important to ensure that the OERs are aligned with the learning objectives and curriculum.
- Adaptability: OERs from foreign institutions need to be easily customizable (in terms of topic as well as of data format), allowing educators to modify and adapt the content to fit their local context, teaching style, and students' needs.
- Knowledge about repositories: University lecturers need information about suitable repositories, depending on their subject area, curricular context and the languages they can handle.

- Knowledge about legal frameworks: The use of OERs implies licensing issues. Knowledge about the legally permissible use of OERs avoids legal risks and reduces the inhibition to use other people's material.
- Institutional policies: Higher education institutions should promote the use of OERs, creating a supportive environment and providing the necessary resources, infrastructure, and policy frameworks.
- Faculty support and training: Educators must be provided with the adequate training and support to effectively integrate OERs into their teaching practices, including guidance on finding, evaluating, and adapting resources.
- Awareness and advocacy: Raising awareness about the benefits of OER and advocating for their use can help overcome resistance and foster a culture of openness and sharing in higher education.

For more detailed information on the framework conditions for the successful use of OERS, see the presentation by Robert Schuwer in ConnEcTEd project website.

List of OER repositories and additional information

General

- <https://www.oercommons.org/>
- <https://www.merlot.org/>
- <https://oer-obp.pubpub.org/pub/wac0y6kx/release/12>
- <https://www.cccoer.org/using-oer/find-oer/>

Finland

- <https://aoe.fi/#/etusivu>

Germany

1. Context and policies

Due to the often mentioned German „Federalism“ there is not one common/national/coherent... policy or infrastructure for OERs in higher and/or secondary education. There are, however, national support structures (by the ministry of education and research), information networks and nationwide working groups connecting regional actors and initiative, e.g. the so-called „OER Informationsstelle des Deutschen Bildungsservers“ or the „OER-Repo-AG“:

- Federal support initiatives for Open Education (BMBF): <https://www.qualifizierungdigital.de/qualifizierungdigital/de/projekte/open-educational-resources-oer.html>
- OER Info: <https://open-educational-resources.de/>
- OER-Repo-AG: <https://www.oer-repo-ag.de/>

2. Repositories for Higher/Secondary Education in Germany

As far as the infrastructure for OERs in higher education is concerned, a national search engine as well as five repositories play a vital role:

- **Search engine/meta search engine** for Open Educational Resources in (higher education) Germany, supported by the consortium of the 5 repositories: <https://oersi.de/resources/>

(OERSI stands for Open Educational Resources Search Index. OERSI is a central platform for searching for free educational materials in higher education and connects the OER repositories of the distributed ‚Bundesländer‘/state initiatives as well as other sources, such as institutional repositories of universities and libraries or subject repositories.)

Besides, there is also the general search engine for education materials „Elixier“:
<https://www.bildungsserver.de/elixier/>

- No *one* national repository for OERs in education, but **5 regional/institutional repositories** nationwide which are hosted by regional authorities, universities or consortia of universities:
- Hamburg: [OER der Hamburg Open Online University](#) (HOOU)
- Berlin-Brandenburg: [Bildungsserver](#)
- Niedersachsen: [OER-Portal](#)
- Baden-Württemberg: OER-Repository [ZOERR](#)
- No national and only few repositories/platforms for OERS in secondary education, depending on the contexts in the 16 states/regions (MEBIS with teach share function in Bavaria; Digital platform planned in Baden-Württemberg, as stated in the regional government's coalition contract of 2021)

3. Regulations, conventions, metadata-standards

In order to find a common basis for a distributed „metasearch“ – via the OERSI, for example - that makes it possible to find learning materials from several repositories with a single search, the different regional repositories have been working on shared meta-standards.

Thus, following the **Learning Object Metadata Standard (LOM)**, a metadata profile was developed that forms the basis for the exchange of metadata. On the one hand, the aim is to provide as much information as possible about the Open Educational Resources (OER) in order to describe them accurately and make them easy to find. On the other hand, only the information that is absolutely necessary is obligatory in order to make the hurdle to provision by authors as low as possible. - The general objective is to make openly licensed and freely available materials networked and easily accessible.

Source: <https://publikationen.uni-tuebingen.de/xmlui/handle/10900/98332>

France

Prezi-Presentation about OERs in France:
<https://prezi.com/vgd94jdlbxtj/oer-les-ressources-educatives-libres-en-france/>

All OERs should be found on EDUBASE (platform for the french teachers. All resources are validated by the national education institution)

éduscol /édubase

"eduscol" is the educational website of the French Ministry of Education. You can find all the essential official information on teaching in primary and secondary school

Designed by the Ministry of National Education, Higher Education and Research, eduscol is intended more specifically for teachers, head of schools and inspectors.

This site aims to meet the following objectives

- information on current reforms (current educational policy, future programs, etc.)
- **reflection on the policies followed (extracts from reports, proceedings of colloquia or seminars, etc.)**
- access to national and academic resources (texts, tools, links to other websites, etc.)
- exchanges of experiences and debates (sharing of information, knowledge, discussion lists, etc.).

<https://edubase.eduscol.education.fr/>

OER for FLTE

<https://eduscol.education.fr/2326/langues-vivantes>

Links to Tools for Teachers:

<https://ladigitale.dev/>

Free MOOCs:

<https://www.fun-mooc.fr/fr/>

Platform Canopé (Ressources by the French Teacher Education institution - Ministry)

<https://www.reseau-canope.fr/>

<https://www.reseau-canope.fr/academie-de-nice/atelier-canope-06-nice>

Interesting article about REL in France :

<https://www.lemonde.fr/blog/binaire/2022/03/18/les-ressources-educatives-libres/>

On University level :

Universités Numériques Thématiques (UNT)

The Thematic Digital Universities (UNT) are groups of higher education institutions that pool, with the support of the State, training resources for students, adults and professionals. They exist in different domains of research

- [L'Université Ouverte des Humanités \(UOH\)](#)
- [L'Université Numérique Juridique Francophone \(UNJF\)](#)
- [L'Université des Sciences en Ligne \(Unisciel\)](#)
- [L'Université Numérique Francophone des Sciences de la Santé et du Sport \(UNF3S\)](#)
- [OER - Les Ressources Éducatives Libres en France](#)

The Open University of Humanities (UOH)

The UOH is a group of higher education institutions that provides students and teachers with free resources to complement and/or support their courses.

The main strategic orientations of the UOH are :

- To support the mutualized production of new digital educational resources by constituting networks of teacher-researchers who are producers; among the 64

universities providing training in the field of the Humanities, nearly a third is currently a partner in the project and half of them are interested in joining soon.

- To make an inventory of existing digital educational resources in order to promote them; the UOH partner institutions will put their best educational resources online on this portal.

- To communicate and share its experience, in order to participate in the development of the French digital university and to contribute to the influence of French higher education in the humanities; the opening to border countries has already been initiated by the participation of European scientific personalities in the UOH scientific council.

Austria

– <https://portal.openeducation.at/>