

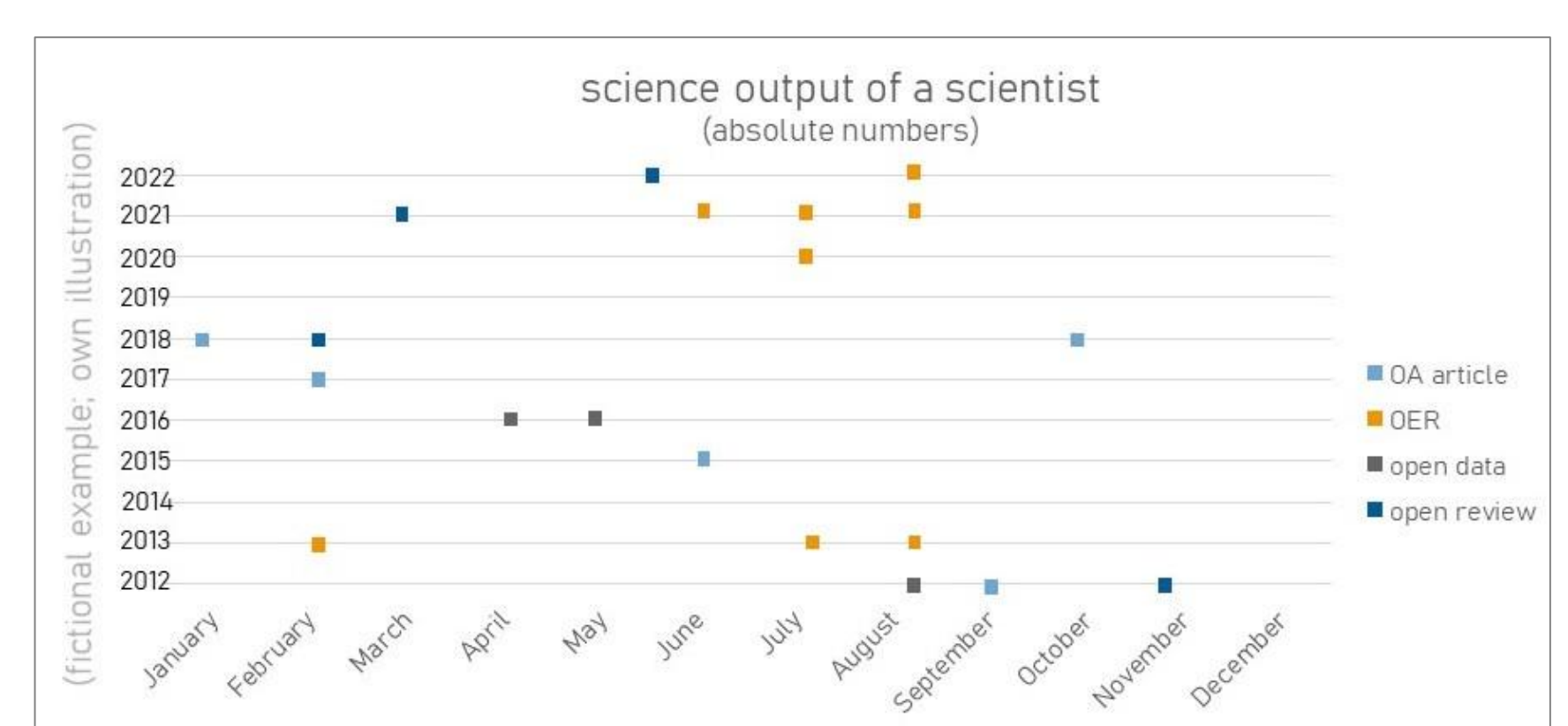
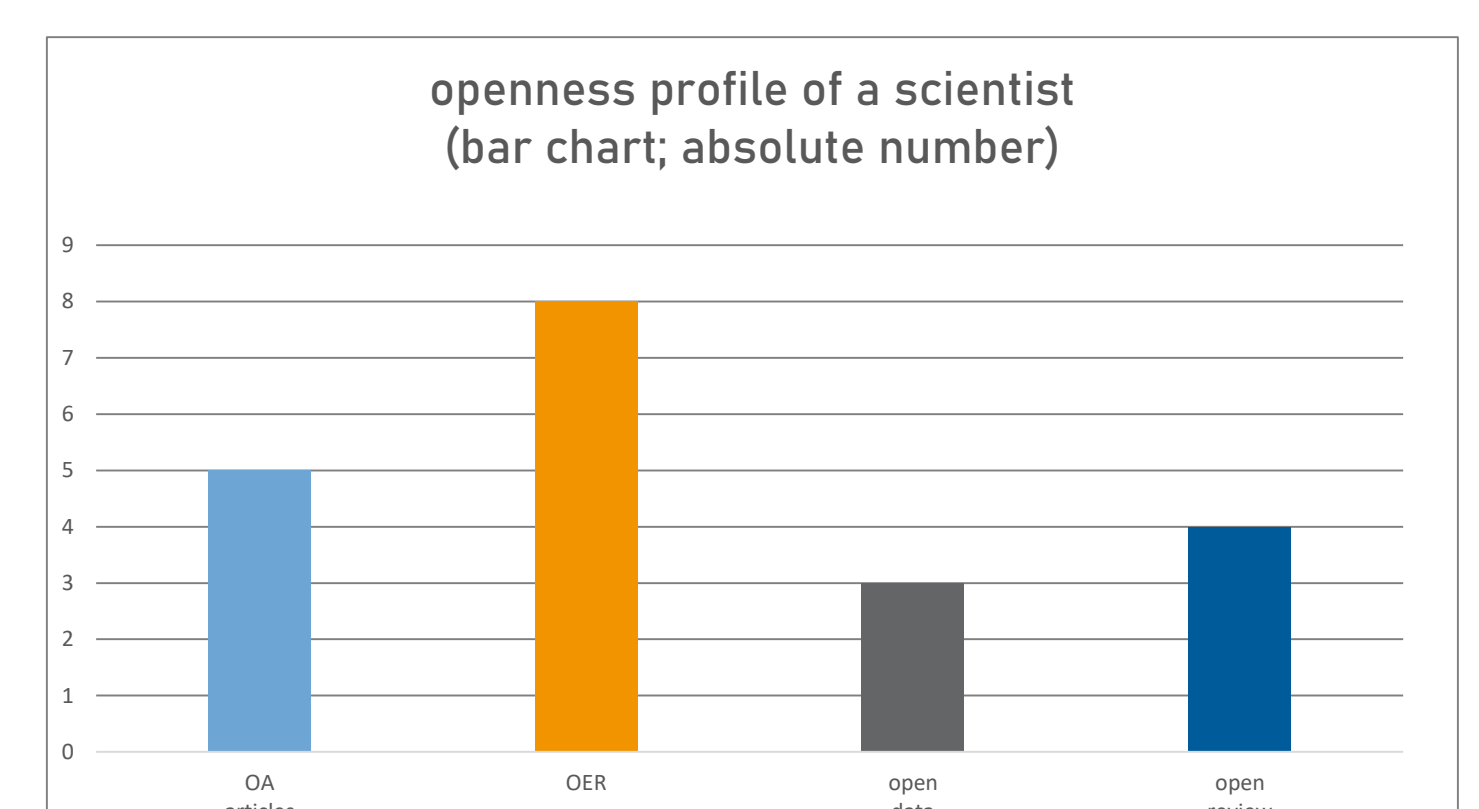
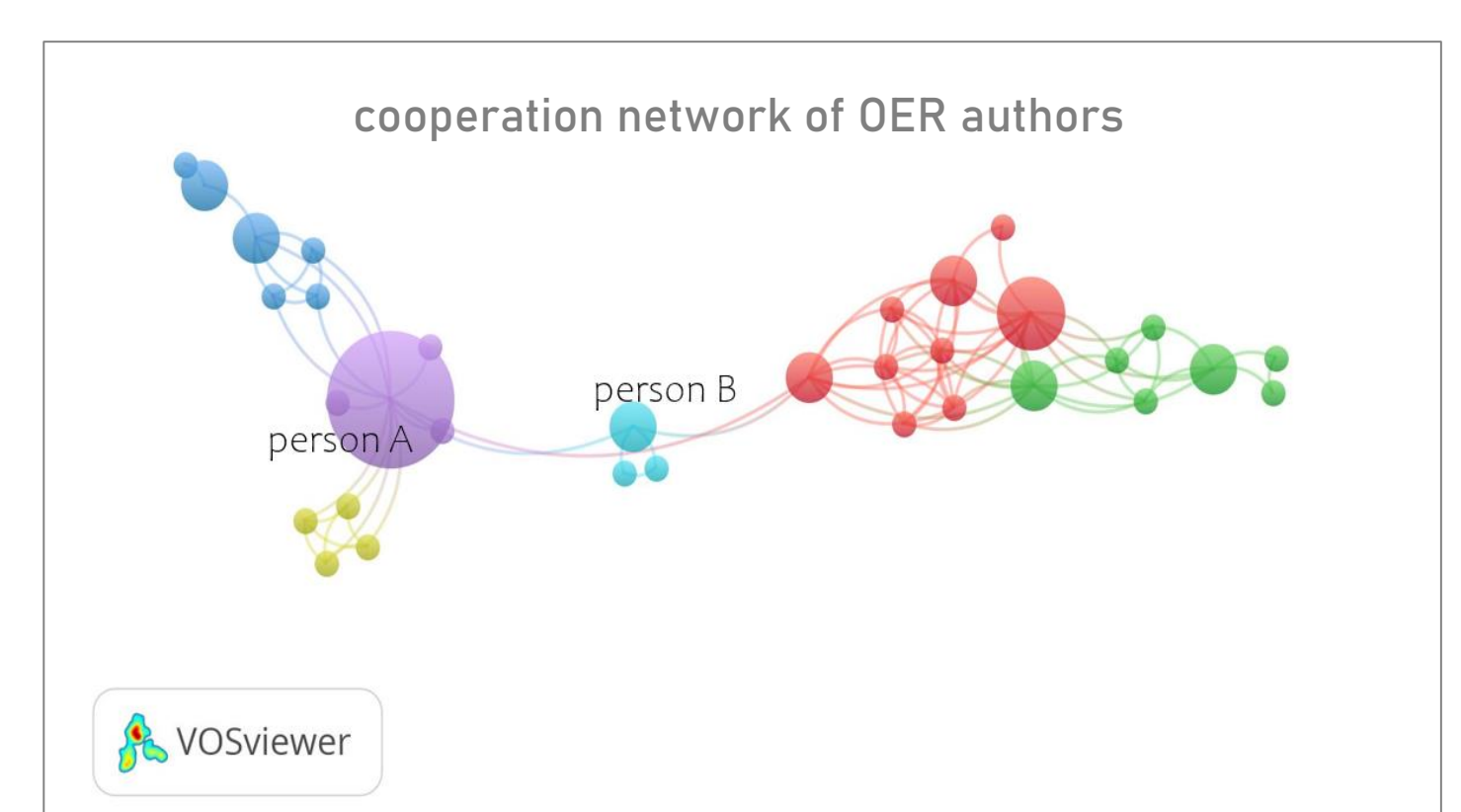
# OER statistics - Open Science as an opportunity for equal appreciation of research and teaching

Scientists are more likely to be rewarded for research work than for university teaching. Open Science makes it possible for research and teaching to receive equal consideration in the Recognition & Reward System (RRS), as Open Educational Resources (OER) are considered equivalent to research output.

## OER statistics

The OER statistics are located in the field of scientometrics. The focus is on OER as objects of measurement that can be used teaching artifacts for performance. In this context, OER are understood as publicly available, freely accessible materials that have been created specifically for teaching/learning purposes and are of sufficient quality and level of creation.

	examples of OER indicators
<b>productivity indicators</b>	total OER count number of OER per year ...
<b>cooperation indicators</b>	number of contributing authors number of OER publications as first author ...
<b>resonance indicators</b>	total attributions proportion of attributed OER ...
<b>openness indicators</b>	number of OER with a high degree of openness number of OER with a low degree of openness ...
<b>altmetric indicators</b>	downloads of OER views of OER ...
<b>transfer indicators</b>	attribution in an OER to research material citation in a research material to OER ...
<b>OER ecosystem</b>	OER certification (existing/ not existing) ...



## Use Cases

The OER statistics values teaching efforts. The OER indicators can be applied in both **exploratory** (as a research method) and **evaluative** (monitoring, assessment) ways.

## Limitations

- general scientometric problems
- sufficient quality and level of creation must be given
- artifacts are difficult to compare
- OER only represent a part of university teaching
- inconsistent citation/attribution practice