

OpenMed Pilot Course External Evaluation Report

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About OpenMed

The overarching goal of OpenMed is to raise awareness and facilitate the adoption of Open Educational Resources (OER) and Open Educational Practices (OEP) in the South Mediterranean region, with a particular focus on Egypt, Jordan, Morocco and Palestine.

OpenMed fosters the role of universities as knowledge providers not only to their on-campus students but also beyond the walls of institutions, especially towards disadvantaged groups (e.g. low-income peoples, disabled students, people living in rural areas, learners at risk of low achievement, refugees).

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Executive Summary

This report aims at informing partners, facilitators, participants and project stakeholders of the OpenMed pilot course and OpenMed project and with an overview of the outcomes of the course.

This report presents a comprehensive panorama of the results obtained from the review of a series of elements which include a survey designed to gauge the quality of the OpenMed Pilot course; the review of the comments left by experts and partners in the OpenMed OpenRevision platform; on the analysis of the competences developed by the course using data from a pre-course survey, which is compared with the post-course questions presented in the OpenMed Pilot course survey and also, in the portrayed of the standard statistics and data provided by Sakai, and on the external evaluation of the course.

The main objective of this report is to present a wide-ranging overview of the achievements of the course, as well as the feedback provided by the participants and facilitators by listing the attainments portrayed by them, and also, to present strategies and suggestions outlining recommendations for improving and enhancing future editions of this course.

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I. Introduction

The OpenMed course was designed to first pilot content towards developing knowledge in a group of academics of South Mediterranean Countries. The aim of the course was to develop a series of competences and skills regarding Open Education and Open Educational Practices but more overly, at creating a community of practice around Open Educations towards supporting with the development and embracement of Open Educational Countries in the South-Mediterranean region.

The course is composed by a series of components, not only at pedagogical level but also at community engagement level; therefore, it involves a series of activities at online and face-to-face level. This survey aims at improving the pedagogical content of this course, and at enhancing the practices of the partner institutions and of the facilitators, but also the approach of the learners towards ensuring that when – if facilitate a course, they can create communities of practices that embrace the philosophy of Open Education.

In order to ensure that the course content and the programme can be tailored for a wider and diverse audience and improve for future editions, feedback from the community has been gathered; therefore, the recommendations presented in this report have been drawn from the following elements

- A. A survey to assess the quality of the OpenMed Pilot course
- B. Review of the comments on the [OpenMed Open Revision](#) platform
- C. Competence development comparing data from the pre course survey with the post course survey
- D. Standard Data provided by Sakai
- E. External evaluation of the course

This report aims to present a series of recommendations and suggestions to improve the quality of the course, by providing tools and means to enhance the course in various aspects, ensuring that every learner has equal opportunities to develop their skills, and also, for the partner universities to consider means to transfer the experiences acquired during this process to develop models for capacity building amongst their academics.

II. Methodology

This report used data and information for various sources. The first one, the OpenMed pilot course survey, which was designed by to gather as much information as possible from the participants, therefore, partners from UNIR, Coventry and Seville reviewed the questionnaire to ensure it was clear, legible and understandable for everyone and that it covered every single aspect of the course.

In regards with the OpenMed pilot course survey, it ran during February and March 2018, and it has been analysed using PSPP for the quantitative data, while the qualitative one, has been used to illustrate the points of view of the respondents [See annex 1]. Out of the 73 registered people in the course, 60 people from Egypt, Jordan, Lebanon, Morocco and Palestine responded the survey. This group represents a significative sample, as the large majority of the people participating in the course are portrayed in this report.

The responses had been analysed in different levels, first, the records show the opinions of those who have attended the Torino Week, followed by the opinions of the participants and those from the facilitators and finally, the questions for the entire group. The analysis of the survey presents outcomes of the data analysis both in a quantitative and qualitative shape.

The second source of information used in this report is the review of the comments left in the [OpenMed Open Revision](#) by experts such as Lorna Campbell, OER liaison, Open Scotland, University of Edinburgh; Jos Beelen, Professor of Global Learning at The Hague University of Applied Sciences in The Netherlands and Neil Butcher, Open Education Scholar and responsible OER Africa Initiative, which is funded by the William and Flora Hewlett Foundation. The review of the data extracted has been used to elucidate the areas that may need reinforcement and or redesign to ensure that the course improves to be used at international level.

The third source is the pre-course competence survey, which was used to measure competences and developments in the course by comparing the confidence in Open Educational Practices of the participants before and after the course. Therefore, to see progress on competence development through the duration of the programme, the same questions placed in the survey to be assessed post-course, to understand the course has achieved its aim to enhance and develop competences and in which areas further work is needed.

The fourth resourced used in this report, is the standard data provided by Sakai, that provides the number of hits inside the course at activities and lessons level. Regarding the analysis of learners' performance in the course virtual environment, notwithstanding the efforts made by all parts to ensure that participants' performance could be studied to further advise for future editions, the standard data

delivered by the system provides solely an overview of the participation and numbers of hits by the learners and facilitators at course and activities level. The outcomes of the data provided by the system will be portrayed a section in this report, however, further disaggregated data regarding learning circles, countries or by module, forum or activity and its related performance and activity within the course cannot be assessed or analysed with the at this stage. [See annex 2].

Finally, the External evaluation of the course has been performed by the author of this report (Javiera Atenas), and aims at providing guidance to improve further editions of this course. The external evaluation includes the review of each module of the course, assessing them by using three out of four criteria applied in the OpenMed Pilot course survey to review the quality of the modules and the course: Balance between multimedia and text; clarity of the language; and overall quality of the module.

III. Overview of the OpenMed pilot course participants

To help readers to understand the distribution of the sample in this report, please see the table below as it helps clarifying the graphics that will be presented across this report

Event	Number of people	Respondents of the survey	Learners	Facilitators	Total
Torino Week	60	43	39	8	47
Course participants	74	60	49	11	60

Table 1

A. Distribution of the responses

Out of the 74 people in 5 countries enrolled in the course, 60 responses obtained via the OpenMed pilot course questionnaire. This group it is quite representative, therefore useful for analysis. The numbers of both the participants and the respondents can be seen as follows.

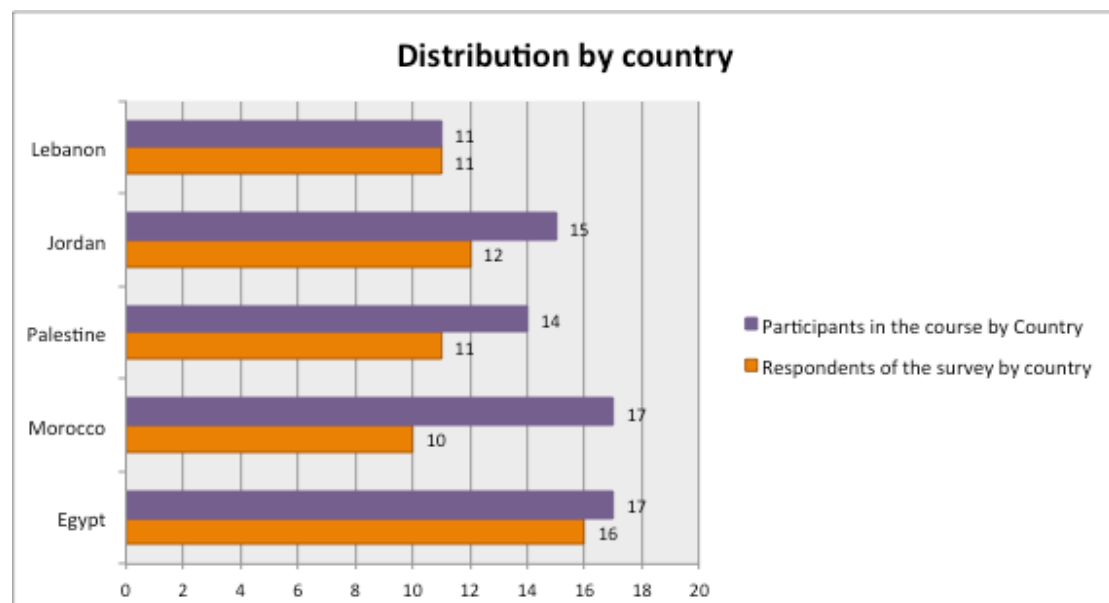


Figure 1

Looking at the responses by universities we can see that we got responses from every almost participating University, and from all the partner Universities which allow us to provide us with enough information for this report.

Please note that the distribution below reflects the number of people registered in the course versus the number of people that responded the survey.

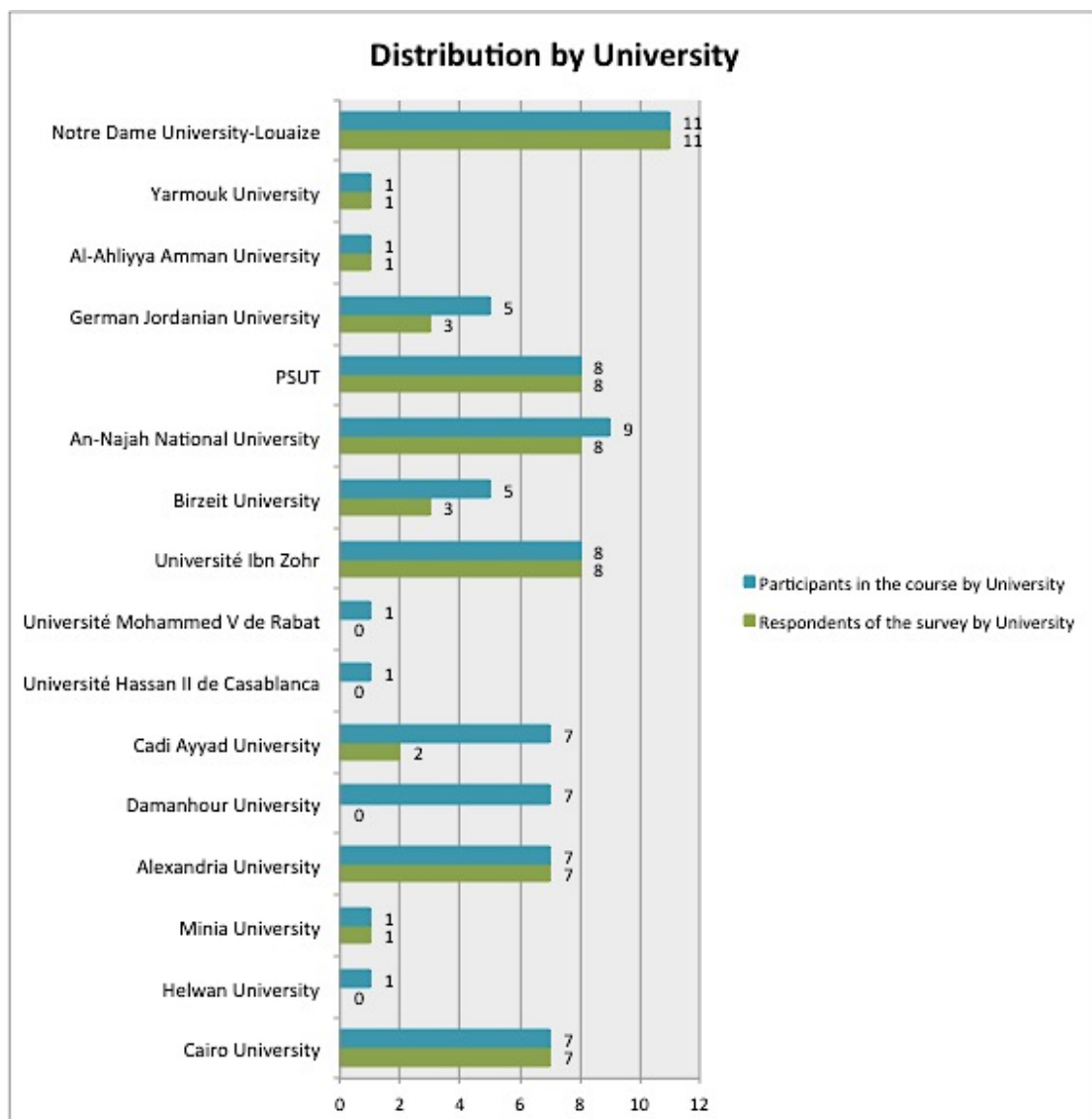


Figure 2

The distribution of the group by role (Facilitator or Participant) and also by gender, can be seen as follows

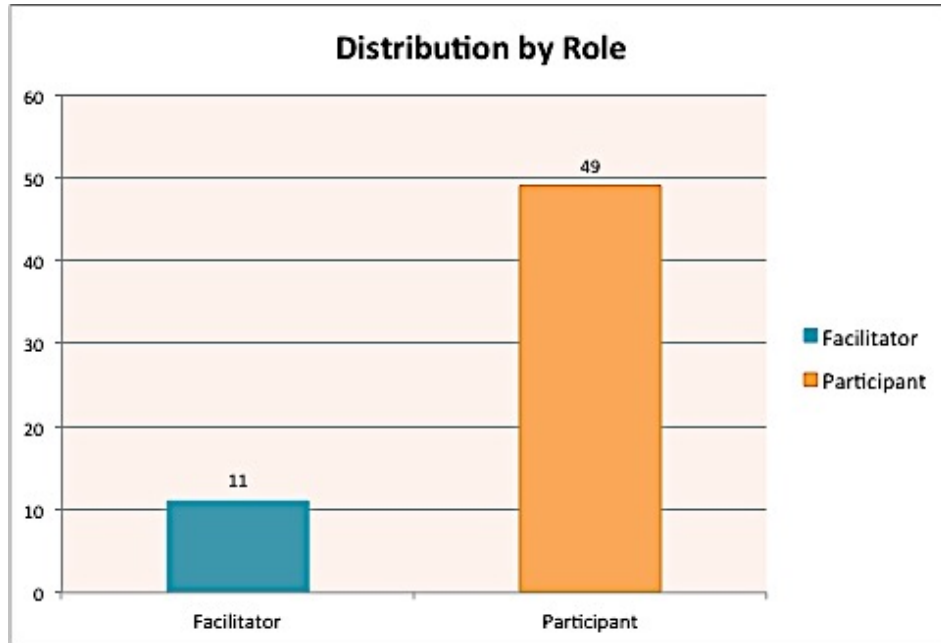


Figure 3

The distribution of the group of respondents by gender can be seen as follows, as it can be seen the groups are quite even (53% male – 47% female), as the allocation of spaces for learners and facilitators was shared in a fair way for both groups.

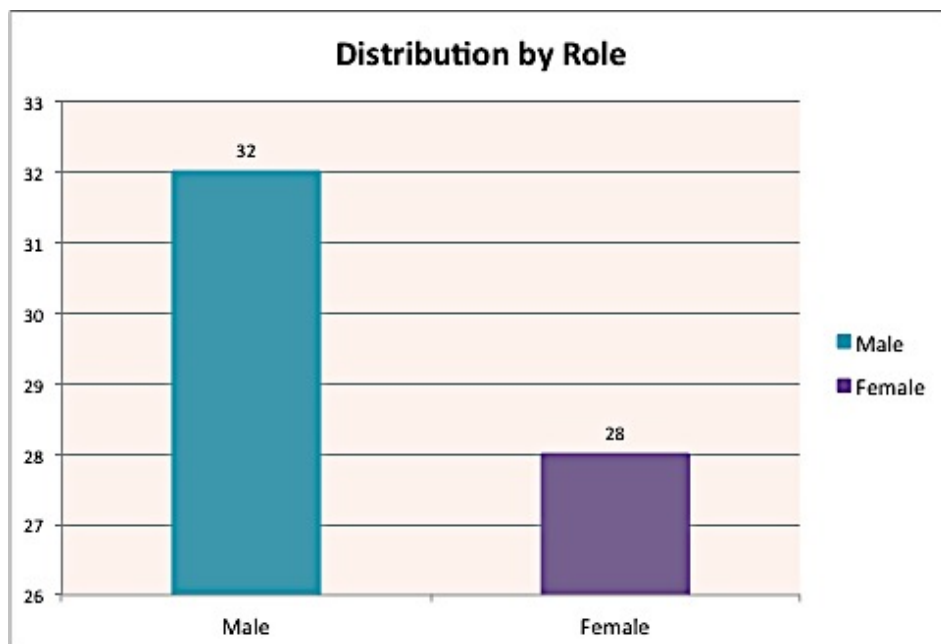


Figure 4

The distribution of the respondents by role can be seen as follows

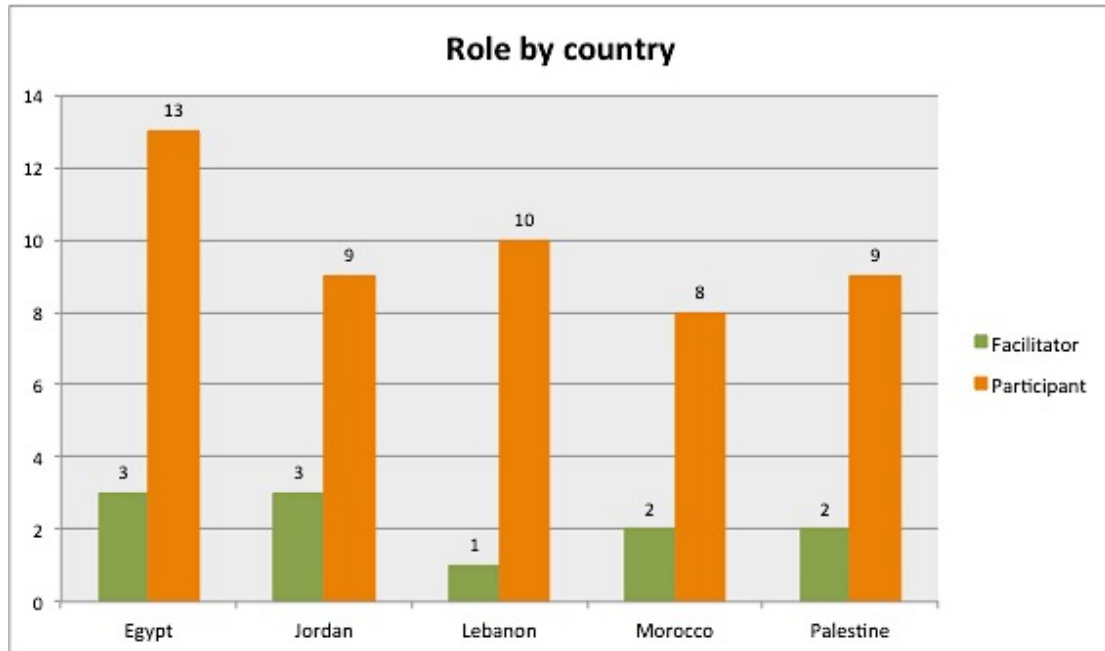


Figure 5

IV. Review of the Torino Week

The Torino Week was held in September 25-29, 2017. It aimed at create a community of practice to pilot the OpenMed course, which has been designed to build capacities in the South Mediterranean Countries in Open Educational Practices and Open Educational Resources.

62 people participated on this event, and out of these 62, 60 responded this survey: 47 attended the Torino Week and 13 did not. Their answers can be seen below regarding logistics and activities

Out of the 60 people that responded the questionnaire, 13 did not attended the Torino week, 47 people answered this section (62 participants in Torino).

Those who attended the Torino week, were asked to provide feedback on a series of areas, including logistics (by institution) and about the activities (cohort).

Their responses can be seen as follows

A. Logistics

This section aims at providing information regarding the logistics and organisation of an international event by Politecnico di Torino and the UNIMED team.

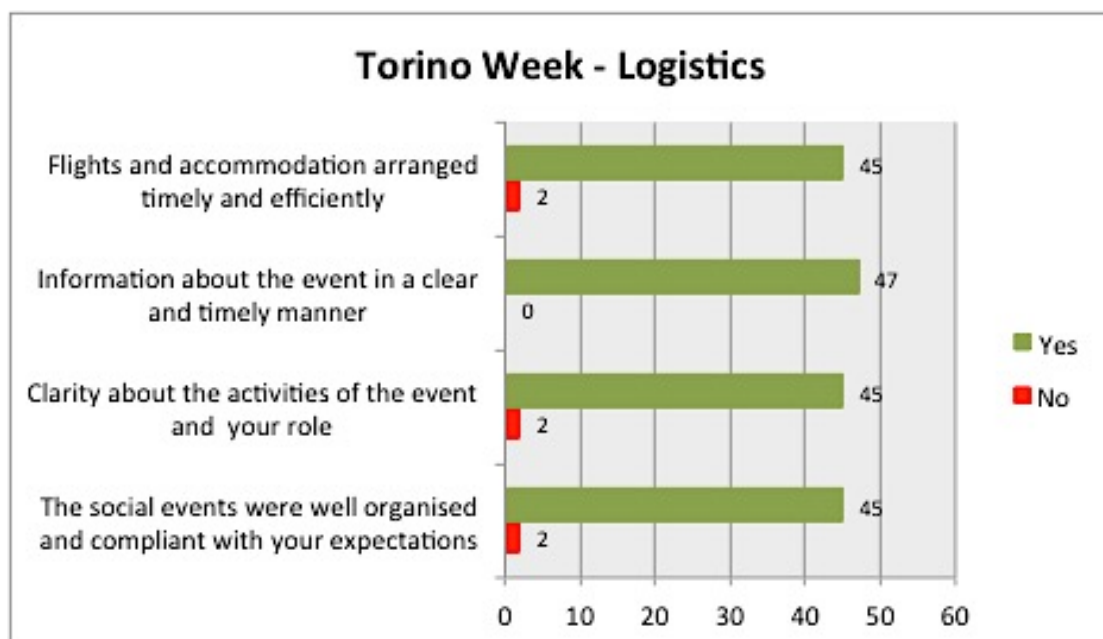


Figure 6

In brief, and as it can be seen; 58 people from every university and in both roles are satisfied with the way in which their flights and accommodation were managed. Also, it is noted that all the participants of the event are satisfied by the way in which the information and the agenda was provided to them. In regards with the personal role within the event, 58 out of 60 participants clearly understood it. Finally, in relation with the social events, 58 out of 60 participants seem to have enjoyed and gained new experiences from these.

The people that recall not being satisfied are 2 participants, who have expressed their opinions with the flights, the clarity of the events and the social spaces as follows:

I did not receive information about the activities and the social events. In fact I was told about them when I arrived in Torino

Leaving the accommodation was early and we about to stay out for about 10 hours

B. Activities of the Torino Week

The Torino week comprised a series of activities, including Introduction and overview; Informal networking; Cultural exchange; Social spaces; Group work and its results; Keynotes and experts' talks; Countries presentations; Overall quality of the content of the modules; Examples and exercises used on the modules; Active Learning Session: OER and OEP and Working Group sessions - project works

The best-rated activities are the Introduction and Overview, the group working sessions and the examples used in the modules, also the informal networking, and the competences gained alongside with the overall quality of the modules were highly valued by the participants. Countries presentations and the cultural exchanges and social spaces showcase some areas of concern and slight dissatisfaction.

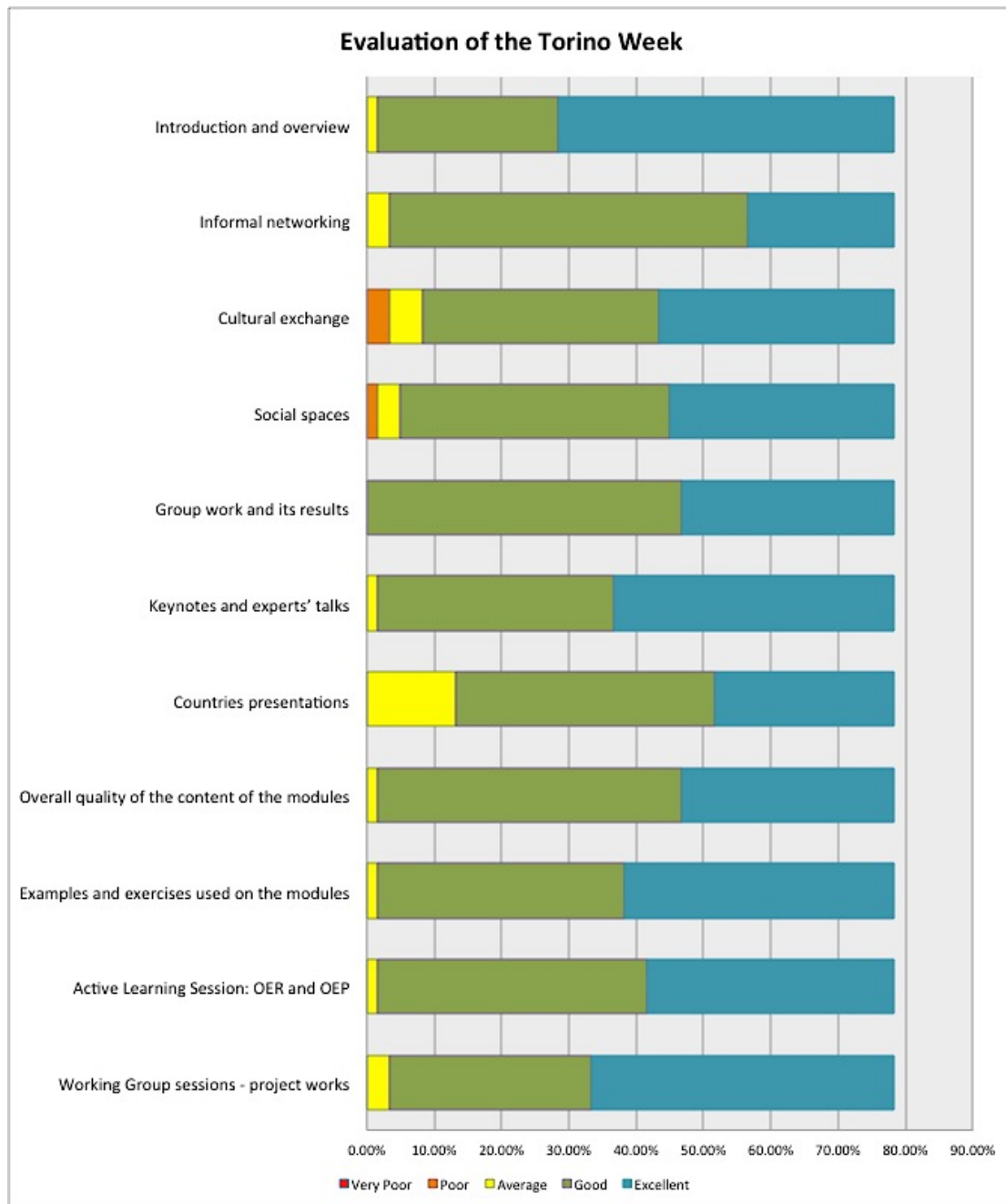


Figure 7

In order to understand why some of the participants felt that some of the activities did not meet their expectations, they were asked why they rated some of them average, poor or very poor, and their responses can be seen as follows:

There was no sharing between participants from other universities may be because of multidisciplinary and also language problem.

We did not have many exchanges with other groups

Few of the keynote presentations were inspiring while others were modes and not very interesting. The country presentations were too long in most cases and showed irrelevant information to the context of the workshop

I cannot confirm that there were cultural exchanges between participants from SM countries. Many differences made it so that every community was isolated

I guess some clarity was lacking in what the week was really about in the beginning. A lot of participants thought that there will be more hands on work.

C. Torino Week – Outcome

One of the objectives of the Torino Week, was to develop new competences and gained during this event. Out of both groups (facilitators and participants) it was assessed if their experience at learning level was Very Poor; Poor; Average; Good or Excellent, and everyone in both groups rated their experience as good or excellent, which is an outstanding outcome of the event.

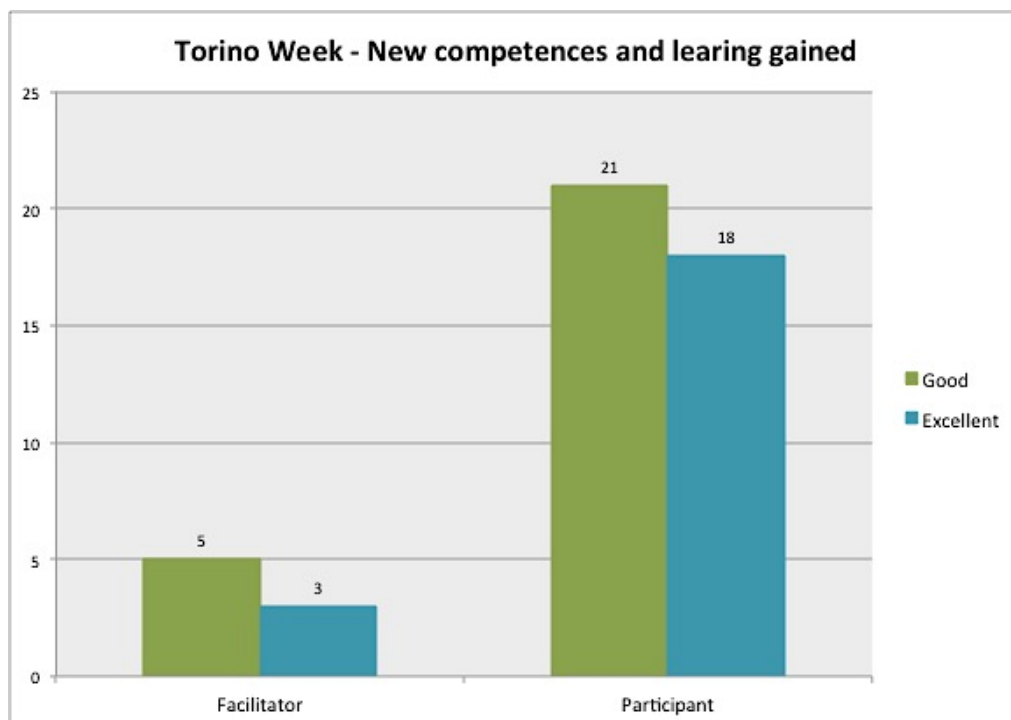


Figure 8

Conclusions

At general level it can be seen that the participants were satisfied with the logistics and the support provided to them, also, it is important to note that the satisfaction with the activities is quite high, but in the case of similar events, spaces or activities

to further promote intercultural exchange should be promoted and fostered so the community can start establishing grounds for collaboration.

It is also key to note that the event managed to achieve very high opinions regarding the acquisition of new competences and learning, therefore, it can be understood as a very successful event at overall level.

V. OpenMed Webinars

Out of the 60 people that responded the survey, 53 attended the OpenMed webinars. These were very highly rated by the attendants, as for example, one participant mentioned that *the speakers were well chosen and the webinars summarized the important points of each module.*

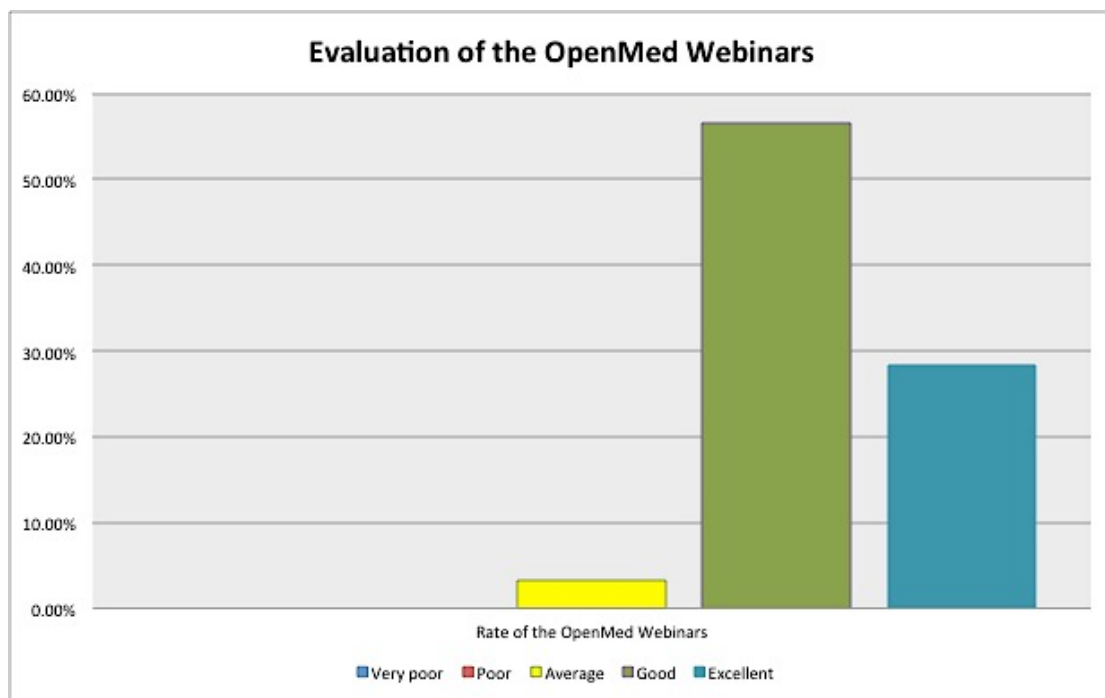


Figure 9

Conclusions

The Webinars were rated, the discussions were considered inspirational and the participants rated them very highly. One of the participants noted that the *webinars were very informative, and from different perspectives* which is a very insightful recommendation for the organisation of future webinars. Thus, and for further improvement in Webinars organisation for future course, is necessary to consider that is said by another participant having *Less repetition from one module to another.*

VI. Evaluation of the OpenMed pilot Course by the participants

A. General overview of the course by the participants

When the participants were asked to look at the entire course, and provide their perspective about support from the facilitators, the effectiveness of the learning circles, the group collaborations and the structure of the course were highly rated by the learners.

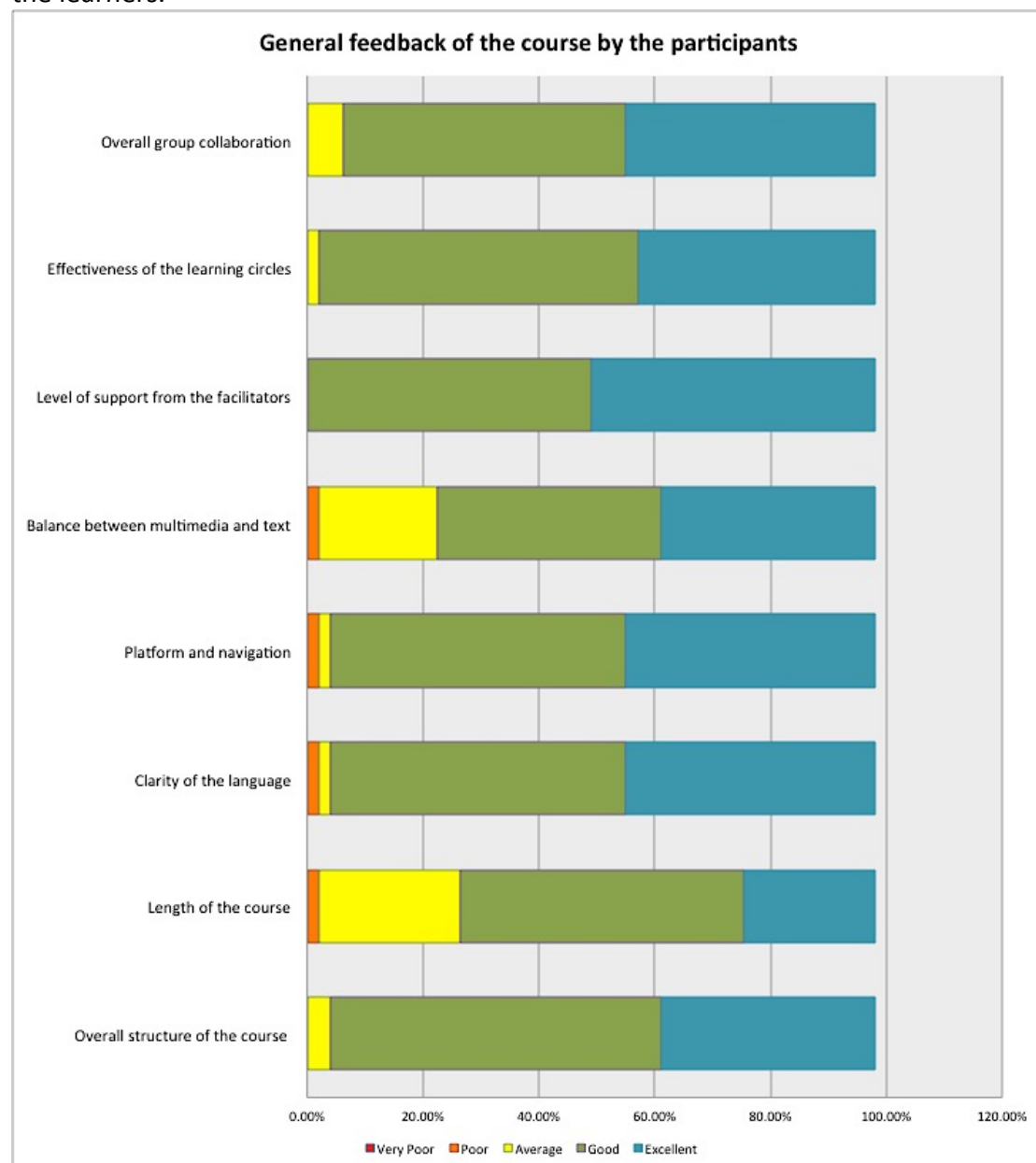


Figure 10

Conclusions

Overall, the course is very highly rated, and the facilitators were rated as the best amongst all the categories, therefore, their job and practices should be regarded as outstanding, and documented for further training for those facilitating future editions of the course.

However, further developments and amendments are can be used to improve the length of the course as 26.53% of the respondents consider these poor or average, as well as the balance between multimedia and text, as 22.45% rate these poor or average, therefore, despite representing near a quarter of the responses of the participants, these concerns could be addressed to enhance the course.

As per recommendation from the external evaluation, it is suggested to further look into these two elements mentioned above (length of the course and balance between multimedia and text) as well into the clarity of the language. This can be done by shortening – comprising the text in the course, by producing or reusing videos or podcasts pertinent to the theme or topic and by proofreading and editing the course towards having a consistent and clearer narrative that can benefit learners equally regardless of their level of literacies.

B. Experience with the Intercultural engagement, communication and networks of support

In regards with their personal perspectives, the learners were asked about intercultural engagement, communication and networks. The learners evaluated very highly the communication with others in the course, the webinars and its discussions and the facilitators' support within the learning circles.

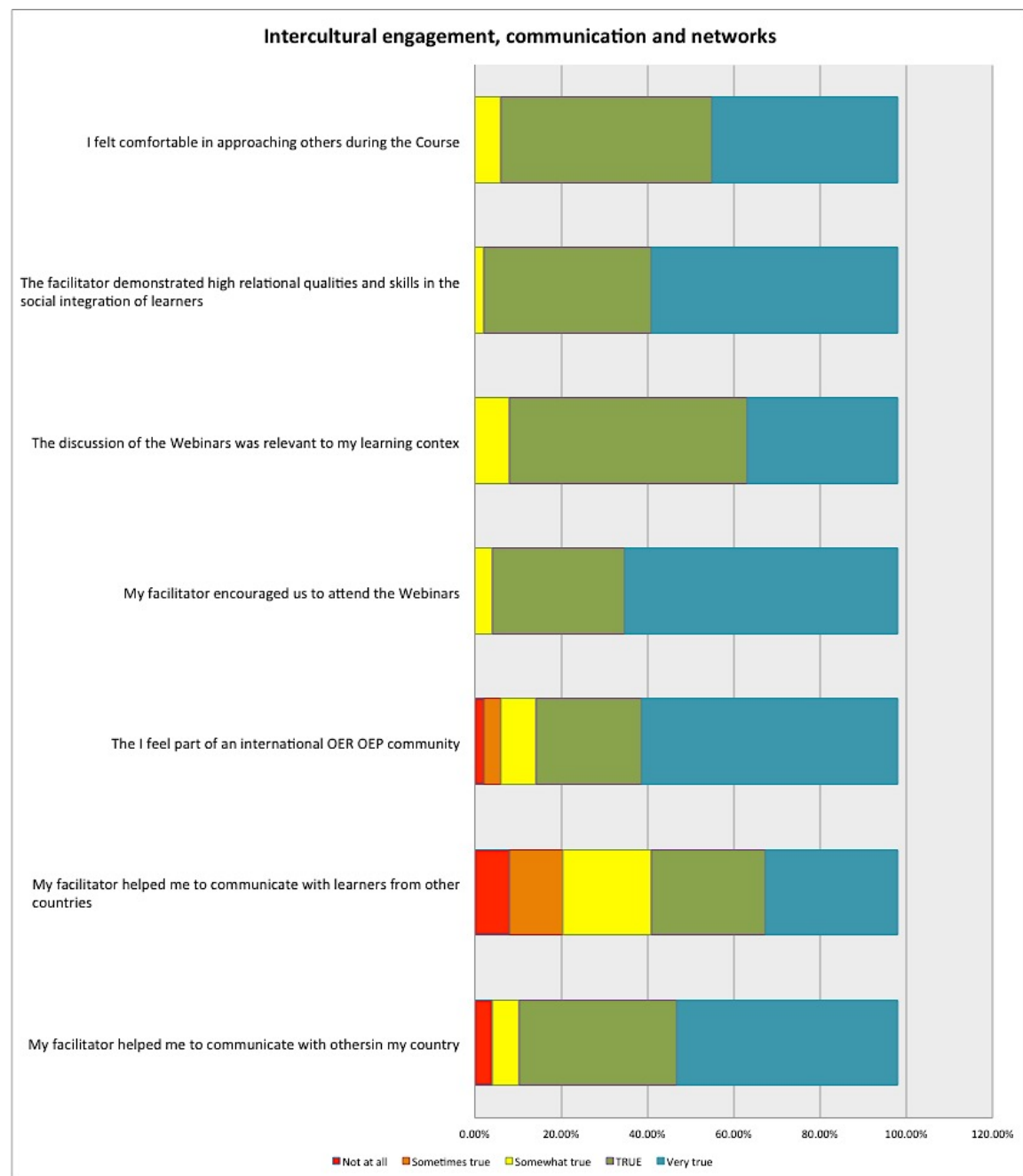


Figure 11

Conclusions

It is crucial that the facilitators are supported towards widening the participation of their cohorts, as the participants clearly showcased their concerns regarding being or feeling part of an international community of Open Education practitioners, as the lowest rated areas are feeling part of an international OER-OEP community, help with communicate with people from other countries and also, with others in their own countries.

C. Evaluation of the learning circles

The participants evaluated the work of the facilitators in relation with the level of support the facilitators received and with effectiveness the learning circles.

In regards with the level of support, all the learners rated it as excellent or good, which means that the facilitators were encouraging and supportive. As one learner mentioned

The facilitators always made themselves available to answer any questions and concerns we had throughout the course. They were extremely helpful and their input was invaluable. Their expertise in the subject content was also an essential factor. There was also a lot of interaction with the other learners at the same institution. We discussed the course and project widely.

Another participant stated the following

I am grateful to the facilitators for having considered me to be part of this course. It has enhanced my understanding of OER in general and also highlighted the impact of input in the creating of an effective and efficient learning environment.

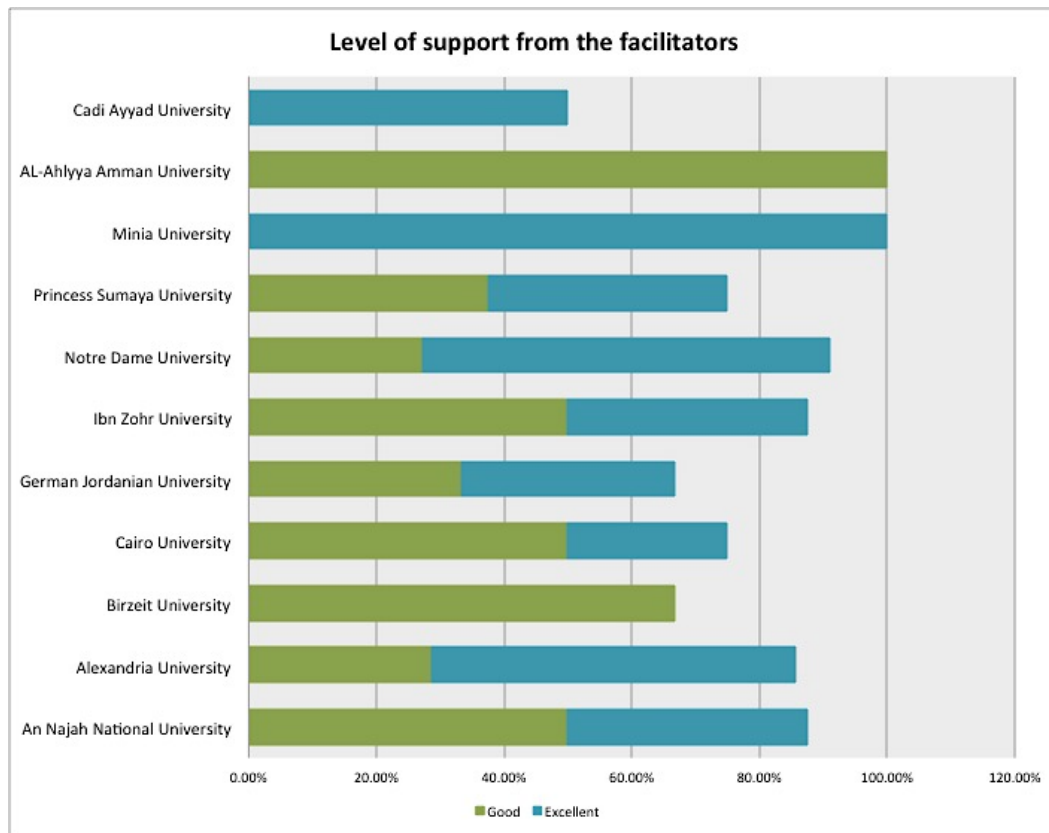


Figure 12

Also, the circles were highly evaluated by the learners, therefore, this way of working seem to be well-designed, efficient and purposeful, therefore it can only be perfected for future editions taking into consideration what is was previously mentioned, to widening up the international landscape of the participants.

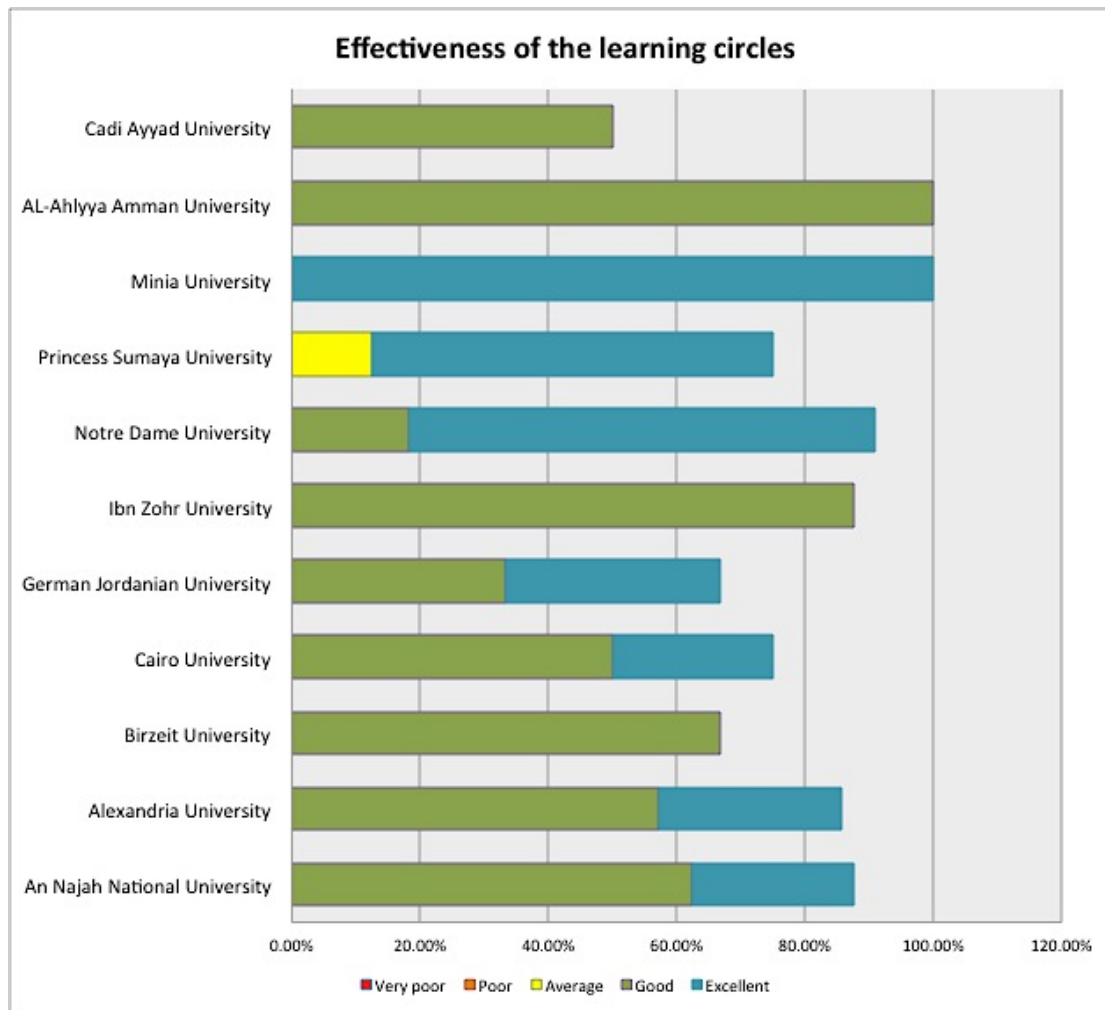


Figure 13

Conclusions

As can be seen in the graphics presented above, the facilitators are highly regarded and appreciated by the participants, as well as the effectiveness of the learning circles, therefore the praxis behind both, facilitators and learning circles, could be documented as good practices as these may be regarded as key to ensure the successful delivery of future course editions.

VII. Views of the facilitators

A. Course evaluation

As well as the participants, the facilitators were asked about their views about the course. Most of them rated the quality of the different sections as excellent or good, however, it is necessary to reflect about the value of the activities, the course dynamics and the clarity of the language, and special attention needs to be placed in the process of selecting the students to ensure that they have the time or the preparedness to affront the course and also, in regards with the content, a better balance between multimedia and text is needed, and also to improve the clarity of the language.

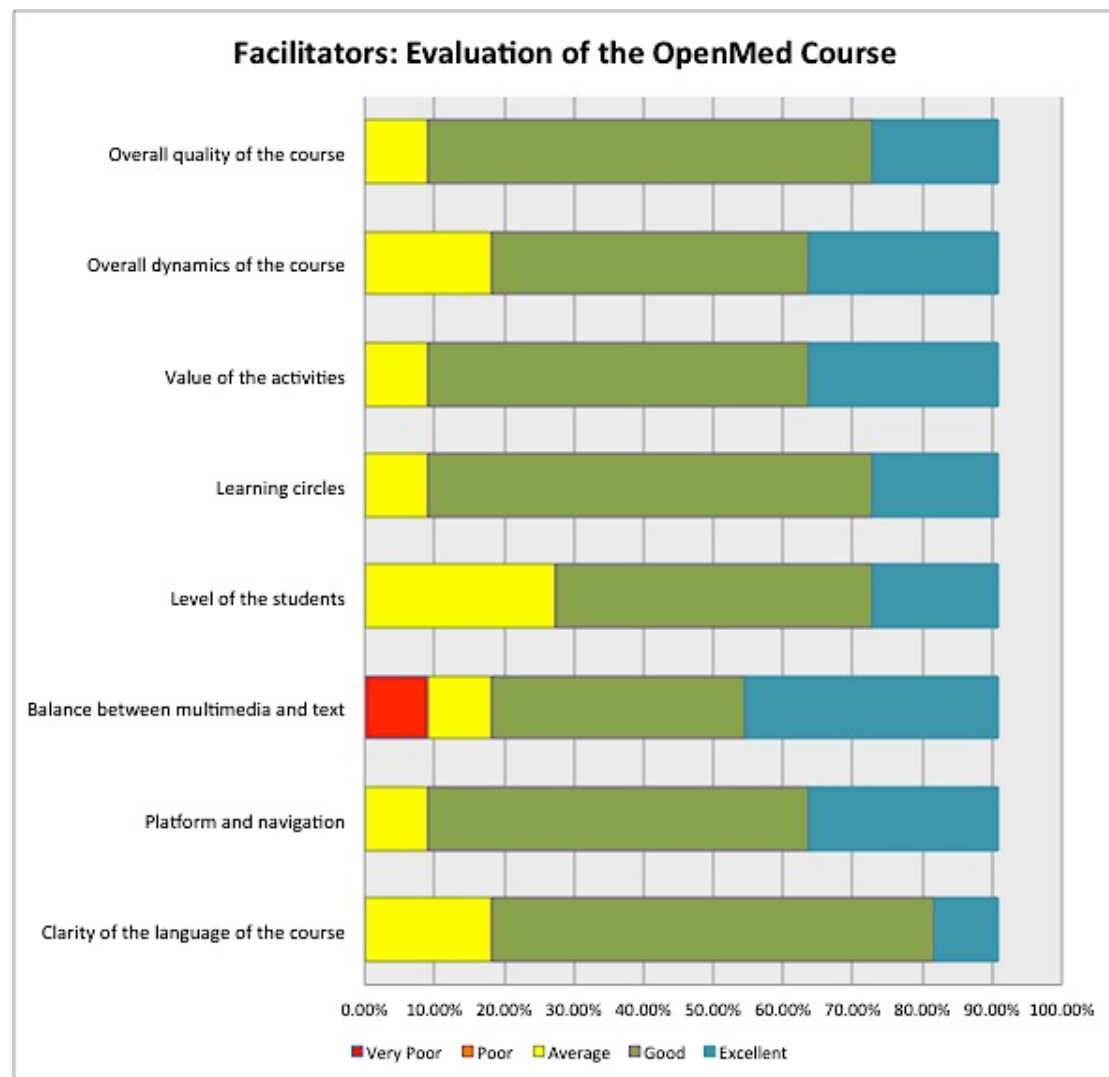


Figure 14

The facilitators were also asked about their own personal learning on the course, as one of the aims of the course was to support enhancing the professional practice of the facilitators, providing them with new tools and with opportunities to explore and experiment new techniques for their teaching.

Most of the facilitators are willing to adopt the practices they learnt and also say that that they gained new competences and confidence in online teaching, however, it is necessary to meet and discuss the reasons why some of the facilitators argue not having learned new techniques, or gained new competences or confidence in their practice, because this is key to ensure that the group facilitators also take advantage when teaching in this course.

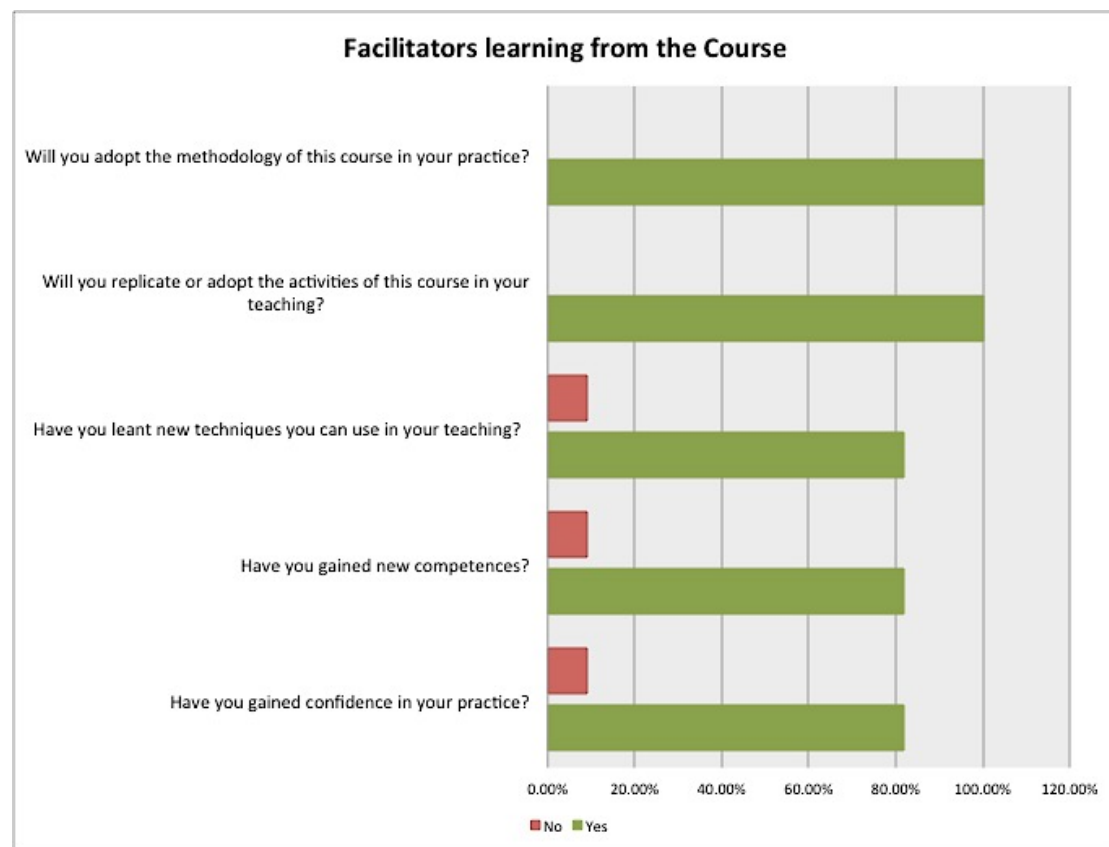


Figure 15

VIII. Review of the Modules of the OpenMed Pilot

Review of Module 1

From the perspective of the participants, this module excels at clarity of the language and overall quality, however, and if only noted as a concern by a 12.24% of the respondents, the balance between multimedia and text can benefit from further revisions and from inclusion of multimedia,

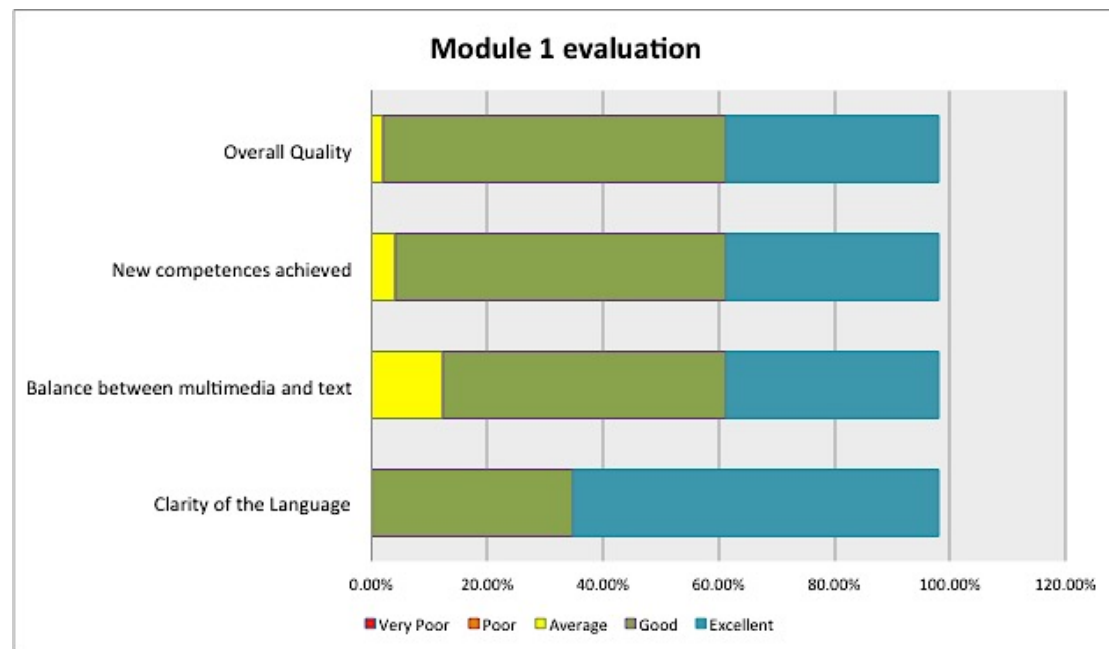


Figure 16

Now, according with the comments left in the [OpenMed Open Revision](#) platform, is suggested by Lorna Campbell that the module revision focuses on:

- Remember to expand all acronyms first time they are used, e.g. ICT, OEF, etc
- Suggest using gender neutral “they” rather than “s/he” which is a bit clumsy.
- 1.2 paras 11 & 12 Only two examples provided here rather than three.
- 1.3 para 4 “Several of these movements have somehow “contaminated” the education community both in terms of research on learning and teaching...” Contaminated is rather odd term to use in this context.
- Activity 1.3 There are a few typos here. Also be careful about use of the term repository as it has different meanings in different contexts.
- Module 1 Further Reading The Jisc OER Report is very old now and I’m not sure it reflects current thinking. Might be useful to cite a more recent report

As for the external evaluation review, it is recommended that this first module leads the narrative by framing and organising the key concepts OER and OEP and any of its subsets of definitions so these can be refereed in the other modules avoiding reiteration of concepts all over the course. Also, it is recommended to include OER-videos to reinforce the key concepts presented in this module.

Review of Module 2

From the opinions of the participants, it can be inferred that the module has been rated as good quality at overall level, also the participants highly rate the new competences achieved and the clarity of the language. However, it may be necessary to enhance the balance between multimedia and text as suggested by 12.24% of the participants.

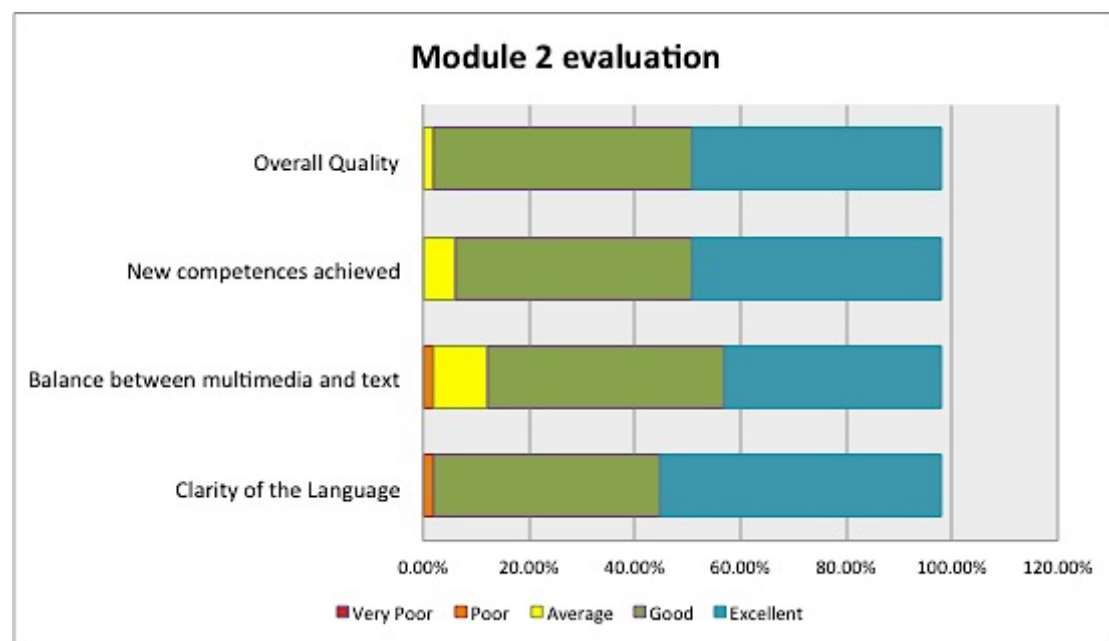


Figure 17

According with the comments left in the [OpenMed OpenRevision](#) platform, is suggested by Lorna Campbell that the module revision focuses on:

- 2.2 para 2 “Creative Commons licenses may apply to all types of works (scientific or not).” – Creative Commons was originally designed for sharing creative works.
- 2.2 para 4 ODbL is not a CC licence. Might be useful to add list of CC licences from most to least open here.
- 2.2 para 15 & 16 Worth explaining the difference between CC0 and Public domain <https://creativecommons.org/choose/zero/>

Also, Isidro Maya, stated that

The module makes a very interesting and nuanced description of this continuum. I think it would be of interest to have a Summary Table that shows the different options (Copyright, Open License, Public Domain, etc.), with their basic characteristics. “Licensing and Copyright at a glance”.

And that

When data are shared with human participants, new ethical challenges arise, related to the use of personal information, guarantees of privacy and / or anonymity, and so on. Would not it be interesting to briefly mention how to deal with these aspects or what tools and resources exist for this?

Regarding the review of the module as part of the external evaluation, it is strongly recommended to consider having this module revised and updated by a copyright and licensing expert supporting the authors of the module, as it needs addressing the concerns which some are listed as follows.

A. Learning objectives

- Distinguish between Copyright, Open Licences and Public Domain

There is no distinction between these concepts as the three of them belong to copyright, and open licenses and public domain are indeed part of it, therefore, this aim needs to be reworded as the learning aim but be something like understanding copyright and the different levels of licensing.

B. Lesson 1

- In general, copyright is territorial, which means that it does not extend beyond the territory of a specific state unless that state is a party to an international agreement.

Please define and describe the agreements and conventions

- Copyright is usually for a limited time. The period of protection varies as well among the countries, while a number of local and international laws and conventions assure that copyright applied in a country is recognised and protected in many others.

This needs to be further explained, adding some examples of the length of copyright for example, written pieces, audio-visual works, artistic works, films and photography by using national and regional cases as case studies.

- It should be noted that copyright also protects 'derivative works' – such as translations, adaptations, and music arrangements – without prejudice to the copyright in the pre-existing work. In other words, an author of a translation needs first to obtain authorisation from the author of the work. Computer programmes are protected under the copyright laws of a number of countries, including the EU, as well as under the WIPO Copyright Treaty. The same applies to databases.

This needs further work, and also better examples and explanations

Lesson 1 may benefit for better case studies and also some explanatory videos

Lesson 2.

- Such new paradigm is called Open Science: its development has been reinforced by recent calls for the global governance of science from European Institutions which considered the transition towards Open Science a fundamental step to foster knowledge circulation as a driver for faster and wider innovation (see <https://www.fosteropenscience.eu/content/open-science-scientific-research>).

This section may benefit from the use of explanatory videos

C. Open Science

In addition, the advent of the Internet and digital technologies increases and extends the openness of Science in new ways. In fact, scientists nowadays can easily exchange data, comment on studies, share their own publications using via the Internet, and making use of digital tools and platforms

This section is poorly explained, and needs further definitions, examples and case studies, as learners may not be familiar with Open Science.

D. Open Data

This section needs major rework, as concepts are not clearly explained, it is suggest looking into School of Data, FOSTER Open Science, and the Open Data Institute resources to further enhance this section.

Review of Module 3

The participants' opinion of this module point at the good quality of the module, and remark the new competences achieved and the clarity of the language.

Considering the balance between multimedia and text, it is important to regard that 18.36% of the participants rate this item very poor, poor or average, therefore, further improvement are recommended due to the extensive length of this particular module.

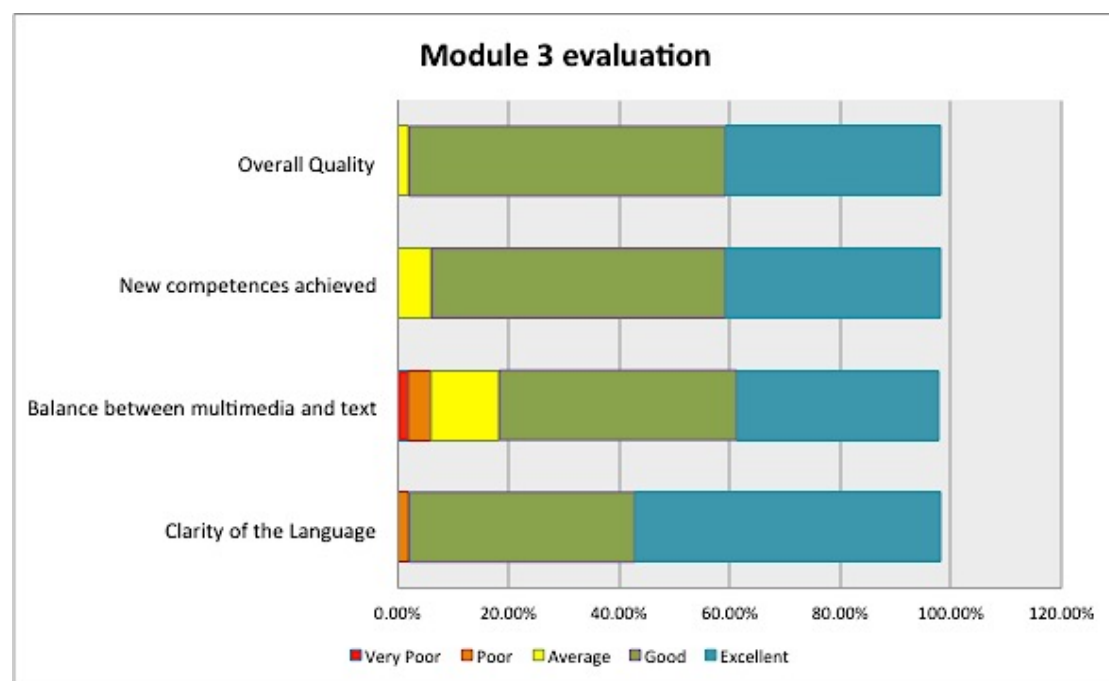


Figure 18

As per the external evaluation of this module, please consider the following recommendations for improvement, as this module is the largest one in comparison with the rest of the modules.

A. Lesson 3.1. Key principles and practical considerations on Open Educational Resources

Definitions of OER: Please consider transferring this section over to the Module 1, as it reiterates concepts already being discussed and also, because the course should start with the definitions related with Open Education (M1) instead of having such in the middle of the course (ME)

The following section is redundant as it clearly states that have been mentioned before, please consider to hand it over to M1.

As discussed in the previous section, materials that qualify as OER can be accessed, used, adapted and redistributed by anyone, for free, and without any major restrictions. More specifically, David Wiley argues that in order to be regarded as OER, content cannot be protected against any of the five key actions known as the **5R**'s. According to this, materials only count as OER when anyone is able to enjoy, for free and in perpetuity, the rights to:

1. *"Retain - the right to make, own, and control copies of the content (e.g., download, duplicate, store, and manage)"*
2. *Reuse - the right to use the content in a wide range of ways (e.g., in a class, in a study group, on a website, in a video)"*
3. *Revise - the right to adapt, adjust, modify, or alter the content itself (e.g., translate the content into another language)"*
4. *Remix - the right to combine the original or revised content with other material to create something new (e.g., incorporate the content into a mashup)"*
5. *Redistribute - the right to share copies of the original content, your revisions, or your remixes with others (e.g., give a copy of the content to a friend)"*

Wiley (n.d.)

Also, note that the statement referred below is only the personal perspective of David Wiley and not a common agreement of the OE community and that Wiley's statement contradicts the 2002 definition of OER by UNESCO http://www.unesco.org/education/news_en/080702_free_edu_ress.shtml where Open Educational Resources are defined as "technology-enabled, open provision of educational resources for consultation, use and adaptation by a community of users for non-commercial purposes", it is clearly stated that , so please do make sure this is clearly indicated in the text

Licenses not allowing the creation of derivative works (e.g. CC by-nd) contradict the third R, the right to revise and adapt content, so such content cannot be considered as OER.

In regards with the statements showcased below, please consider hand the content related to these sections to M2 to avoid reiteration of the concepts and this may suit better to the section about copyright and licensing.

It is worth stressing that works released under Creative Commons or any other open licenses are still protected by copyright, though the owners only reserve some of their rights, instead of the all-rights-reserved protection automatically provided by copyright.

Apart from openly licensed content, the other pool of OER content is the Public Domain. When the copyright protecting a given work expires, then it enters into the Public Domain and it can be used as OER. Copyright holders might also choose to dedicate their works to the Public Domain. The CC0 - Public Domain Dedication Tool by Creative Commons makes this process easier to those copyright owners wishing to do so.

The [Open Education Licensing project](#), a joint research and development initiative between Swinburne University of Technology and the University of Tasmania in Australia, has created the illustration below to illustrate different levels of openness around technical and accessibility dimensions, apart from legal permissions.

Additionally, consider handing the following section to M1. Openness in Open Educational Practices beyond OER

B. Lesson 3.2. Finding OER and Lesson 3.5. Unpacking MOOCs

These sections may benefit for cutting the excessive amount of quotes placed in the text and maybe replacing it by using the videos provided (when possible) by the platforms showcased, as it is very long and hard to read.

Review of Module 4

The responses of the participants highlight the overall quality of the course, the competences achieved and the clarity of the language, though, 14.28% of the respondents rated the balance and multimedia as poor or average, and despite being a small number, it is suggested to revise how this issue can be addressed.

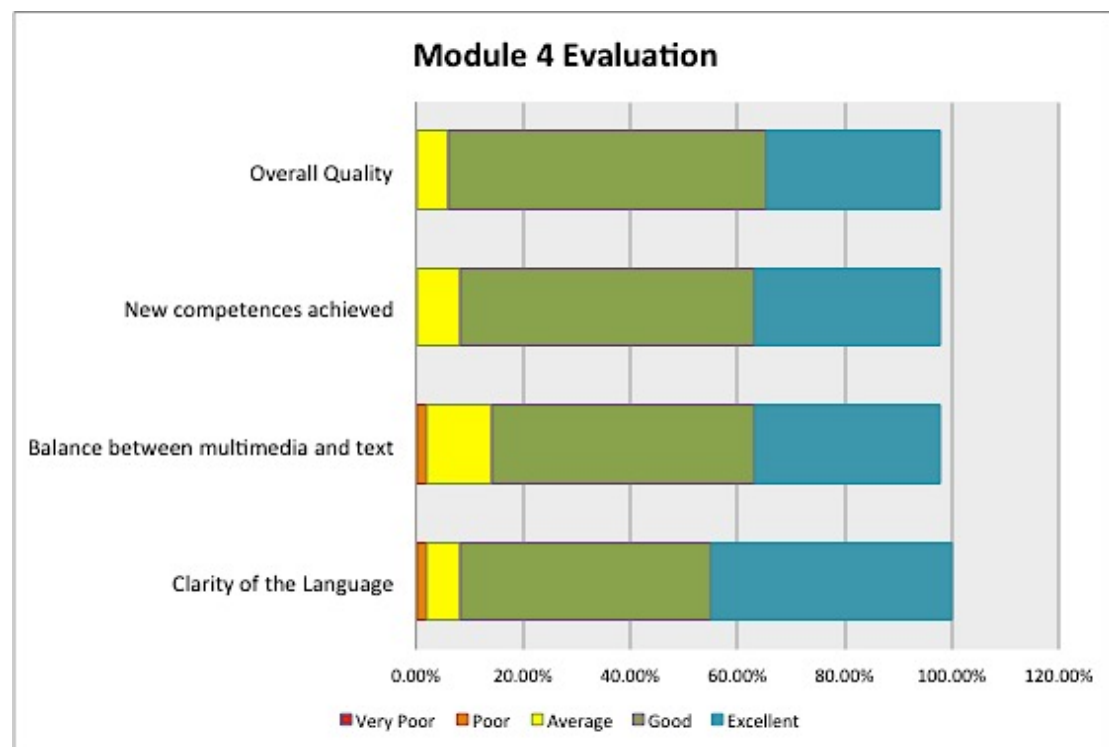


Figure 19

Now, according with the comments left in the [OpenMed OpenRevision](#) platform, where is suggested by Jos Beelen that the module revision considers the following statement.

I was wondering if it is possible to say something about the level of this module. The learning outcomes, in my opinion, should say something about this. As it is they are rather general and therefore it is difficult to say whether this is at beginner's or at a more advanced level.

'Effectively interact in an intercultural learning community' for example sounds more like a programme learning outcome than a module learning outcome. I don't know if you can use 'intercultural' in this way.

Also, as mentioned by Neil Butcher, it is important to note the following

The course shifts very dramatically in its tone and focus from Module 4 onwards, almost as if it is targeted at a very different audience from the first three modules. There seems to be a sudden increase in heavily 'academic' language, much of which seems to unnecessarily complicate the concepts being presented. There is also a significant

increase in the extent of content being presented, which seems to mitigate against the design principle of 'Incorporate basic concepts rather than trying to cover all possible topics'. This might be resolved by defining more clearly the target audience and then adjusting the pitch of the overall course accordingly.

As for the external evaluation of this module, it is suggested that the authors consider the following:

A. 8 Skills for effective intercultural communication-

Adding a video explaining these 8 skills with examples.

B. Inhibiting factors to reusing open contents:

It is suggested to clip some very short videos of people explaining why they "fear" openness as a mean to explain this factors.

C. Cultural relevance of open content:

Please consider creating a video or sheet of misunderstandings to explain why content needs to be culturally relevant

D. Learning in multicultural groups:

Please consider creating a video for this section. Maybe requesting the voices of the participants of this course

Review of Module 5

The responses of the participants highlight the overall quality of the course, the new competences achieved, and the clarity of the language.

Nevertheless, 14.28% of the participants have rated balance between multimedia poor or average, thus, this could be addressed by further reviewing this module summarising content and including OER based videos when pertinent.

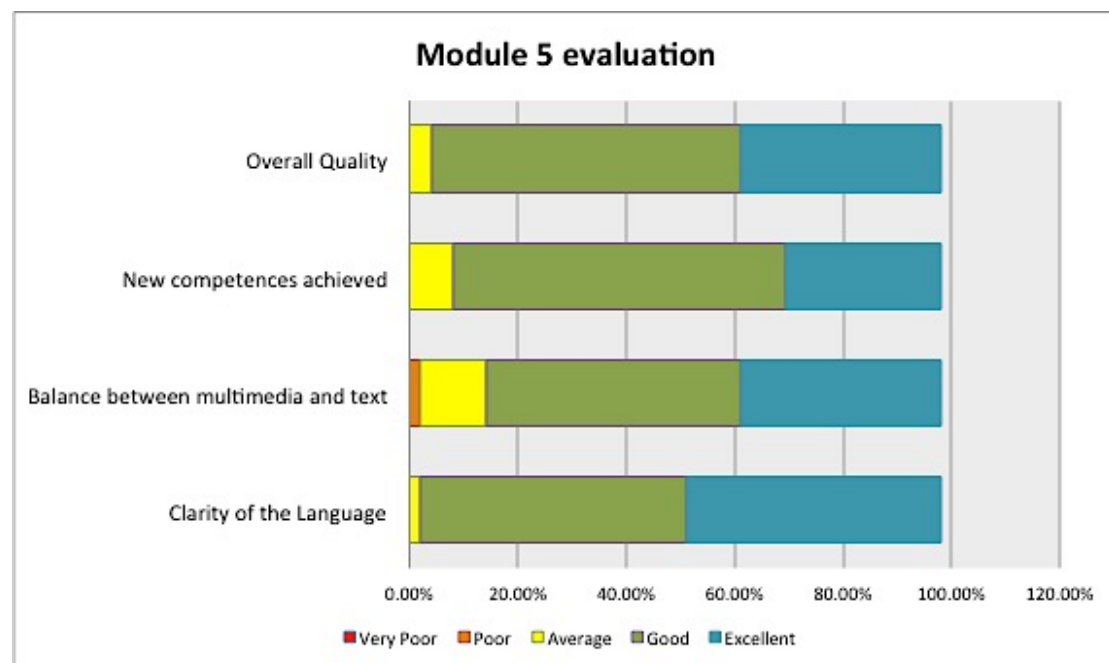


Figure 20

As for the external evaluation of this module, it is suggested to the authors to please consider the following:

A. Lesson 1. Two definitions of OEP are proposed:

The Open Educational Quality (OPAL) Initiative defines Open Educational Practices as "the use of Open Educational Resources to raise the quality of education and training and innovate educational practices on institutional, professional and individual level".

The International Council for Open and Distance Education (ICDE) states that "Open Educational Practices are defined as practices which support the production, use and reuse of high quality open educational resources (OER) through institutional policies, which promote innovative pedagogical models, and respect and empower learners as co-producers on their lifelong learning path".

The Implications of "open" for course and program design: towards a paradigm shift

Please consider to hand this section over to M1 where all the definitions should be present and refer from there, to avoid reiteration and repetition of definitions across the course.

B. About Open Course Design:

Please consider creating a video to introduce the subject or reuse a video to address it

C. About Networked Teaching:

Please consider creating a video to introduce the subject, same as for Cultural and epistemological issues and Strengths and weaknesses of online collaborative learning.

D. Open Assessment and Open Badges:

Please consider explaining these both elements with examples, guides and case studies, as in this case there is plenty of OERs about this issue.

Conclusions

In general, according with the responses from the survey, the courses have been highly rated by the both participants and facilitators, mostly at overall quality of the course, the dynamics of the course, the quality of the activities and clarity of the language.

As per the review of the participants and facilitators responses, it is important to note that despite not being a majority, a 22.85% of the participants note the balance between multimedia and text as a concern being this item the lowest rated amongst the respondents.

Regarding the notes left in the [OpenMed OpenRevision](#) in regards with the content and structure, it is important to consider the suggestions given by Neil Butcher

Many of the pages are very textually dense for an online course, and do not seem that well suited to the current delivery platform (I would have found it easier just to receive them as a PDF file). Others, though, include more additional elements, such as images, videos, and links to other resources, which make the process of reading more engaging.

Reducing and simplifying some of the text (the current text makes quite a few assumptions

that the learner will understand a lot of the specialized terminology and jargon associated with this field

Adding more images, videos, and other kinds of multimedia resources to break up the text in presentation and make for a more engaging learning experience.

At technical level, the advice from Neil Butcher can be seen below

The navigation bar on the left-hand side of the course is a little frustrating as it refreshes every time you navigate to a new page, so the user is forced to scroll back down every time if they wish to navigate using the navigation bar rather than the arrows at the bottom of each page. I also found reading the textually dense pages in the course on this platform quite cumbersome at times.

Also, as Neil Butcher points

The course shifts very dramatically in its tone and focus from Module 4 onwards, almost as if it is targeted at a very different audience from the first three modules. There seems to be a sudden increase in heavily 'academic' language, much of which seems to unnecessarily complicate the concepts being presented. There is also a significant increase in the extent of content being presented, which seems to mitigate against the design principle of 'Incorporate basic concepts rather than trying to cover all possible topics'. This might be resolved by defining more clearly the target audience and then adjusting the pitch of the overall course accordingly.

As per the external evaluation of the course, it is important to address the issue of the balance between text and multimedia by reusing videos, examples or guides that may fit the purpose of summarising the text towards reducing the length of the text. Also, it is important to consider having a glossary of terms and definitions in the first module or as a standalone unit to avoid reiteration and duplication of descriptions across the modules.

IX. Participation in the course platform

In regards with the use of Sakai, the following graphs represent the numbers of hits (clicks inside the platform) by facilitators and participants in regards at visits to Sakai, activities and resources.

Please note that the data cannot be disaggregated to provide detailed information in the following areas: Module 1 to 5, individual lessons, individual activities, learning circles and project works.

A. Visits to Sakai

The graphics below represent the number of hits (clicks) of visits on the platform, between May 2017 and April 2018. The visitors (red) refer to facilitators or participants and blue ones, refer to people with access to the system but without any role on the course.

Facilitators

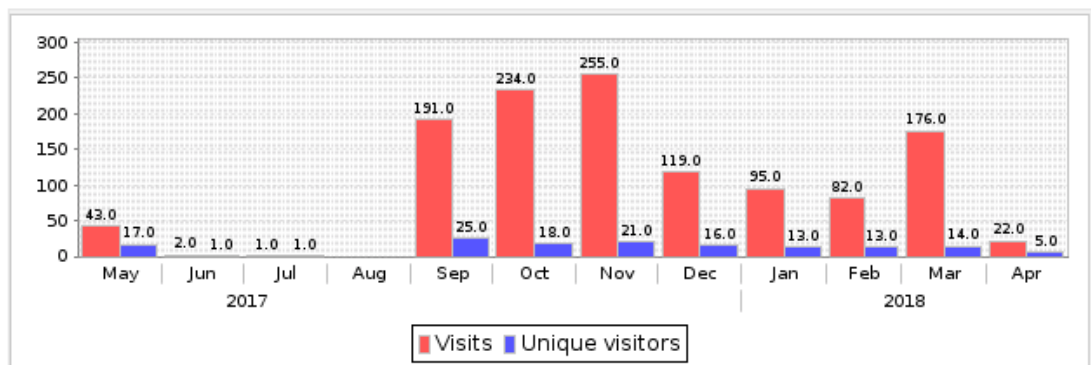


Figure 21

Participants

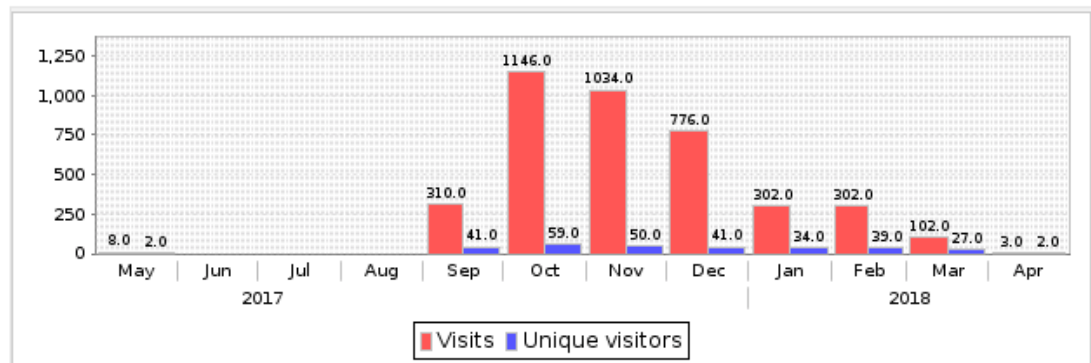


Figure 22

It can be seen that for both groups the highest rate of access happened between October and December 2017, with a decrease in the activity from the participants from January 2017 to April 2018 compared to the high level of activity from the facilitators during the same period of time.

B. Activities

This section refers to the number of hits by facilitators and participants into a series of activities such as assignments; online discussions [forum] and tests and quizzes

Assignments:

Facilitators

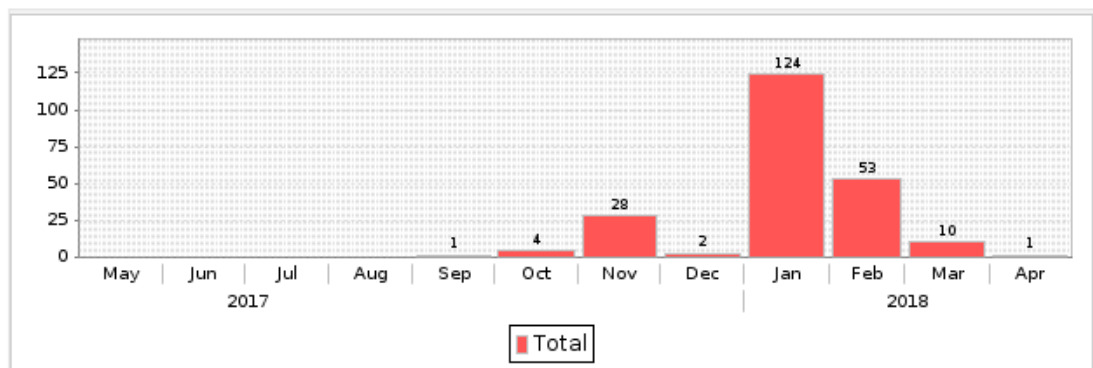


Figure 23

Participants

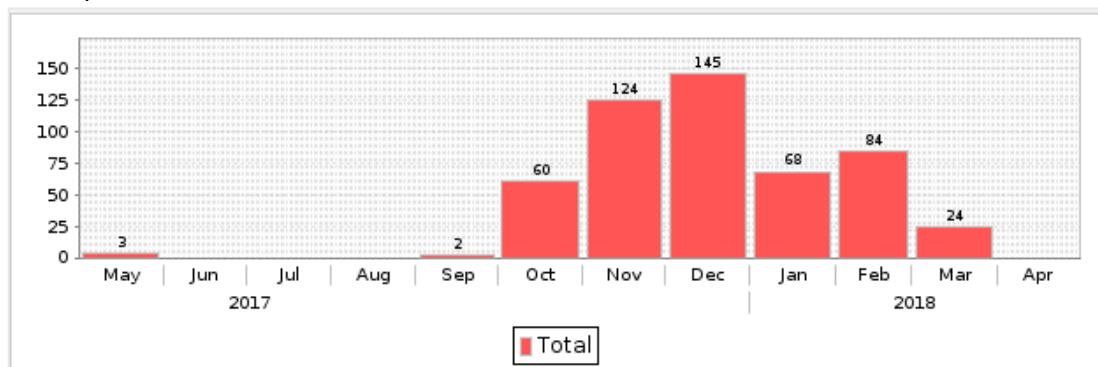


Figure 24

As it can be seen the peak of the facilitators activities is during January from 2018, while most of the participants' activity happened between November 2018 and February 2018.

Forum:

Facilitators

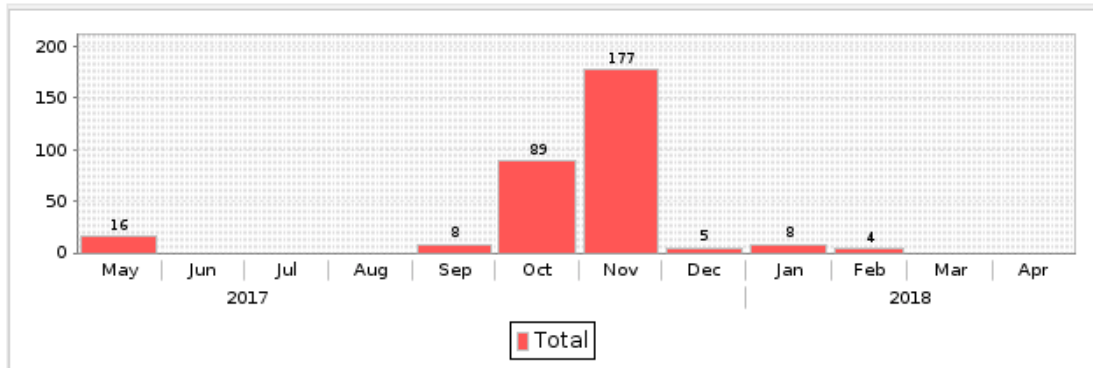


Figure 25

Participants

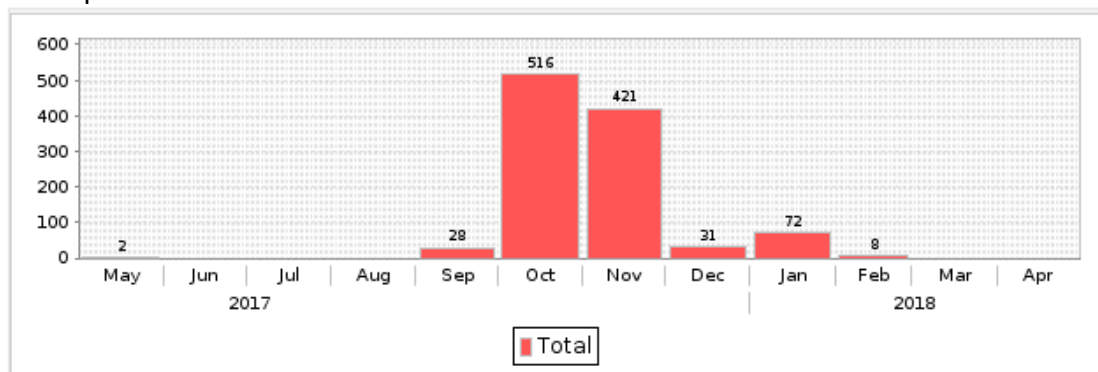


Figure 26

As can be seen in the graphics above, the peak of the discussions for both groups happened between October and November 2017, with a big decline on the participation in December 2017 and January 2018 and almost no discussions happened between February and April 2018.

Tests and Quizzes:

Facilitators

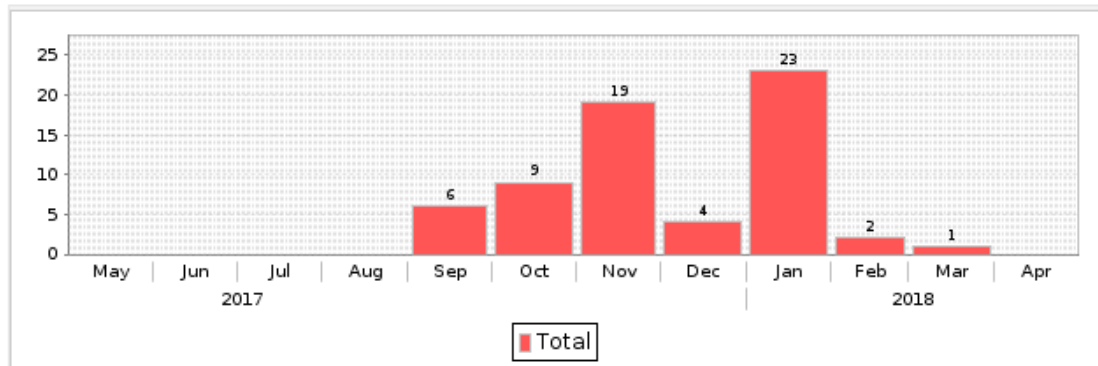


Figure 27

Participants

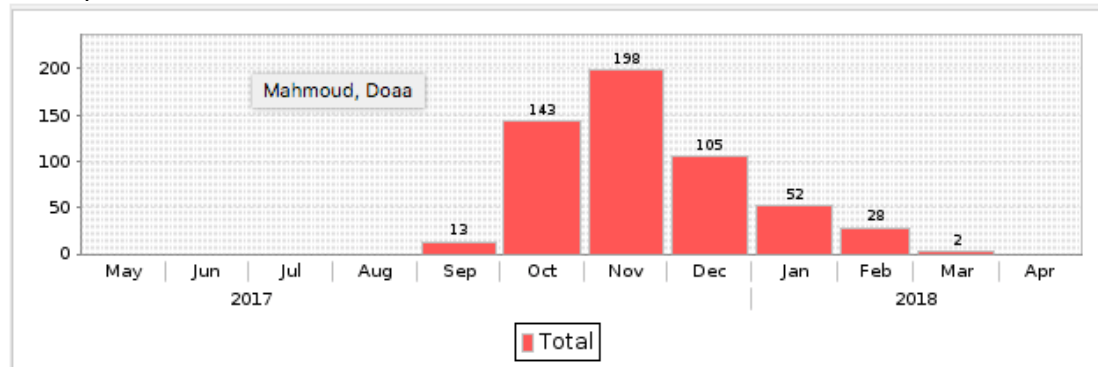


Figure 28

This section portrays the activity in every test and quiz in the course. For the facilitators, the peak of activities happened in November 2017 and January 2018 with a drop in December 2017 and subsequently from February 2018 onwards, however the peak of the participants' activity is during October, November and December 2017 with a decrease of activity from January 2018 onwards.

C. Resources

This section presents an overview of all the action across all the resources in (course content, videos, and links) in the following categories new; read; revised; delete.

Facilitators

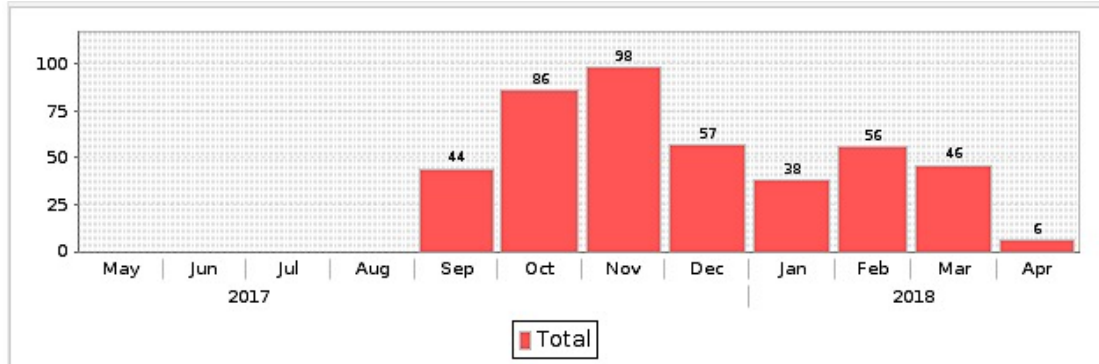


Figure 29

Participants

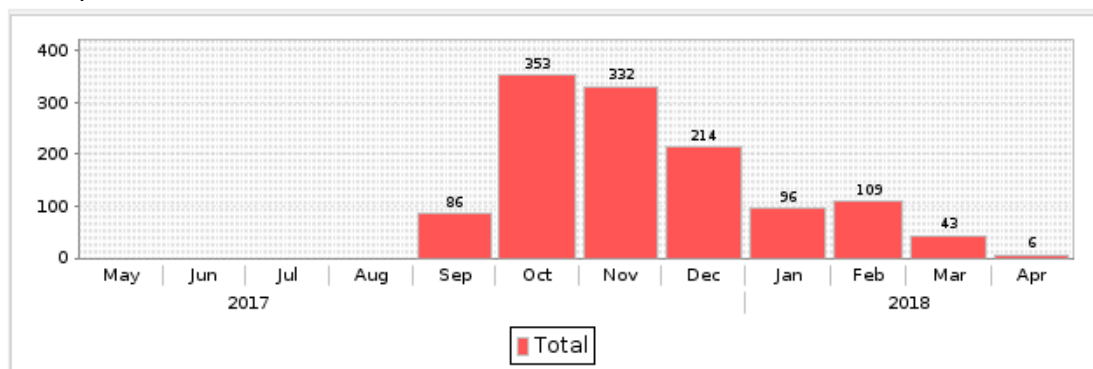


Figure 30

As can be seen in the graphs above, the months of October, November and December 2017 with a decrease on the course activity from January 2018 onwards.

X. Skills development

Evaluation of the competences developed by the participants

Before starting with the course, the participants were asked about their confidence in a series of criteria, which are at the heart of the OpenMed course. When asked, most of the participants, rated themselves mostly at mildly confident with significant areas of slightly confident or not confident at all.

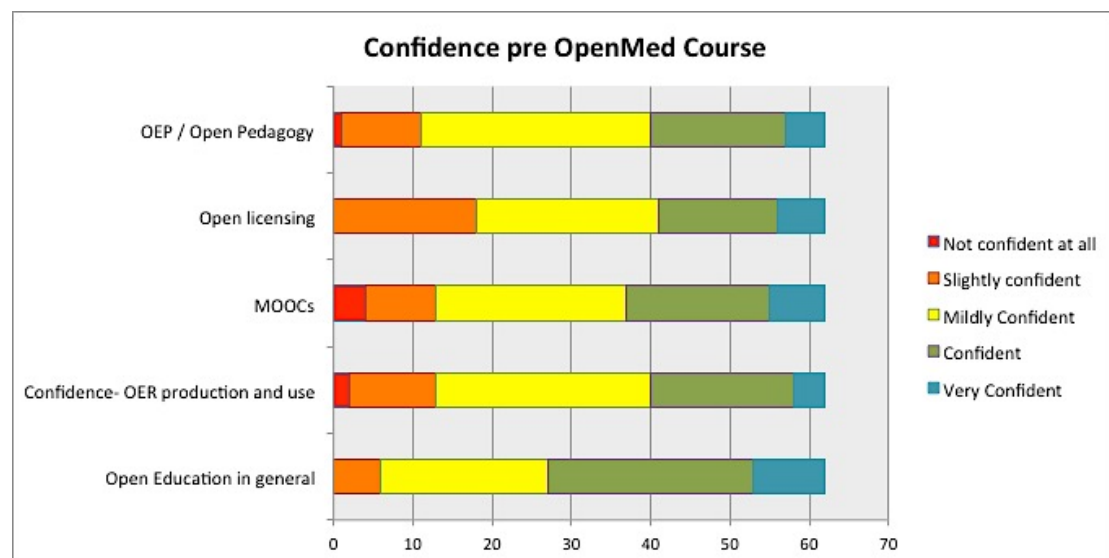


Figure 31

After the course, they were asked the very same questions, and it is clear that they confidence levels have risen, as they portray themselves as confident or very confident, which can be considered a massive achievement of the course.

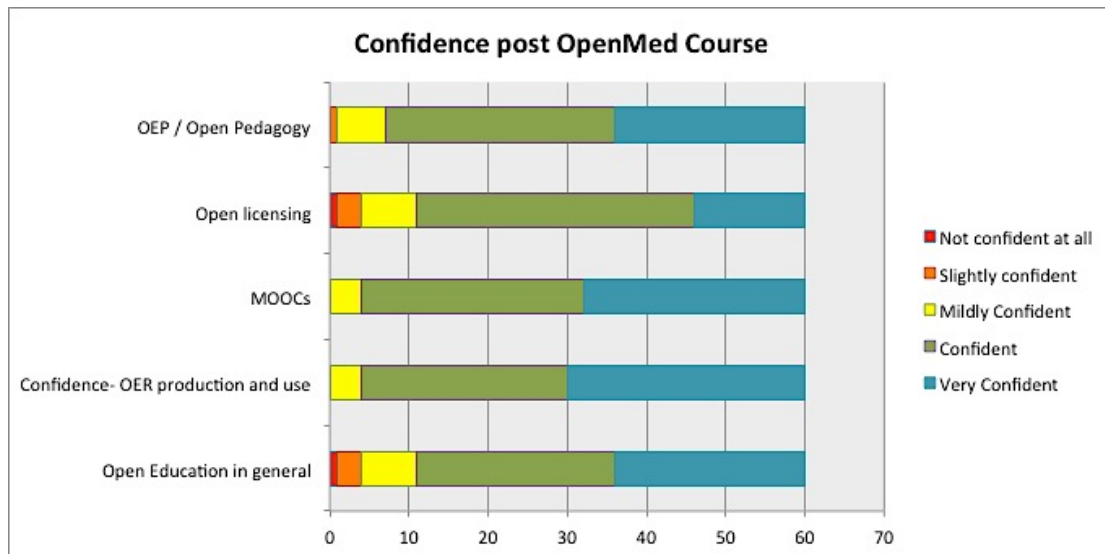


Figure 32

Looking at the panorama, despite the clear development of confidence with regards with the competences, it can be contemplated the possibility that those who claimed having loose or reduce their confidence, perhaps they over estimated their knowledge before enrolling in the course in the case of Open Licensing and Open Education in General, and thought that perhaps they knew more than they really comprehended, and therefore their confidence lowered down while they were gaining new learning.

XI. Reflections from the participants and facilitators

Overall, it can be seen that both groups value the course and rate it of good quality, and have learned both from the content and from the interaction in the group.

Some of the positive feedback left by the participants can be seen follows:

The activities and sessions were great, there was great learning and we went on without realizing it, and it was nice.

Cooperative relationships

I benefited much from the active learning session and the group session

I think that speakers were all experts in the domain and had good mastery of the topics dealt with. Also, the training was an excellent opportunity to know about other countries' experiences in open education.

i think that the Torino week was perfect and all the presenters were more energetic and they always got the point.

Because all the programed talks answered my expected questions and are useful for the workshop topics

The speakers were excellent and I had a good opportunity to learn about OER and copyright.

All the activities were well organized and well explained. They were useful and facilitated interaction between participants.

Because it was well organized and it had the aim to help participants to achieve the goal of the course

The information was rich and the techniques easy, the idea is excellent and present several work sites.

They cover the material of all modules in an interaction way that builds a strong communication between the participants.

I personally learnt a lot from the Torino week and gained new competences thanks to the quality of theoretical and practical aspects of the course.

Sincerely I learned much more things about OER, and the discussion within the workgroup was very relevant and useful too

We learned about the OER concept, the group work was really interesting with a new ideas were introduced and shared, and the informal networking and following up was magnificent to keep tracking the works and groups.

Modules are designed to provide a simple approach to open up our education. Activities and project steps set together a clear procedure to complete the course project successfully.

When asked about the outcomes of the course, in the question: How do you see yourself using what you have learnt in the next year? Their responses provided a good panorama of the perceived achievements, which is presented below:

In so many different ways. I would be looking more cautiously at the different licenses. I am more knowledgeable on how to search for OER, and especially for OER that allows me to make changes to the input. I feel that after this course I have a greater understanding of all the advantages that OER has to offer, and knowing this, being consciously aware of this, I can not possibly continue teaching and searching for input to satisfy the learning outcomes of the course as I did previously. It's like I tasted the cake, and I'm going back for more...

I will create an open version of my course on GIS and I will try to promote the OER and planning some lectures in my faculty

Sure am starting to use it from this near not waiting to the next year

I picture myself as an open educator piloting my course using OER and applying OEP.

The CC and using them in my OER, the importance of OER and the benefit of them in the learning outcomes.

To be able to convert any material into an open source to reach the largest possible category.

Very confident to guide and raise awareness for people to adaptive OER concept. Using more OER in my teaching

The experience in general was valuable and there are several potentials for using the skills and knowledge gained in various programs at CCE, mainly the structure of the online course and the facilitation techniques

I started using some of what I learned in my course of this spring semester. Gradually, I will increase the level of openness of my course as the university policies permit.

The course helped me to better organize the workshops I am conducting at my institution and also at the national level.

I am using the course to train other colleagues from the university on OER practices and use

Also, when asked How do you see yourself using what you have learnt in the next five years? Their comments can be seen below:

I will change my methodology in all my courses

I would hope that in the long term I would be using OER more in terms of producing and sharing my own work and that of my students. I would like to see a more level playing field in terms of consumers and producers where the producers of OER are not predominantly western countries.

I feel in the next five year I would have created more courses based on OER materials, which in its turn would become available to instructors nationally and internationally

Professional facilitator in OER

I started using some of what I learned in my course of this spring semester. Gradually, I will increase the level of openness of my course as the university policies permit.

I will be using the content of the modules and of course adding more information and resources as applicable.

However, some concerns should be addressed in order to improve not only the content and resources but also the interactions within the course.

Some of the comments of the participants that can be seen as follows

There was no sharing between participants from other universities may be because of multidisciplinary and also language problem.

We did not have many exchanges with other groups

I rated MOOCs as mildly confident because I feel that this is still something I need more practice with and more information on to feel very confident

Honestly, I think I have acquired a modest knowledge in OER but this does not yet give the total confidence to use it in my professional practice. I think I still need some coaching from my facilitator.

My only comment pertains to the repetitive tasks of the assignment. It would also have been nice to have more interaction with the other learners in other countries.

Length of module three and four and adding more assignments

Separate the course into technical and non-technical and focus on the requirements of each.

By using more multimedia animations and encourage the intercultural communication

More effective webinars. Less repetition from one module to another.

More practice should be added about how to apply the correct license and how to produce a whole course with videos and texts.

To guide us to more and more good open resources that match with the learners.

Automate the assessment of at least some of the activities to give learners a quicker response/evaluation of those activities. Automate some of the reminders of due dates and announcements of webinars, if any. The platform should measure the learners' level of participation to send encouragement message in case of low participation. This will help in encouraging learners to complete the course successfully.

Maybe by developing advanced modules as a continuation of the existing ones.

To make more visual material and to improve the quality of the produced videos.

Conclusions

As per the participants' comments, it is important to note the value of the Torino Week as an instance for people to get to know each other, as the OpenMed project aims at generating a community of practice around Open Education in the South-Mediterranean countries, therefore, having a space for interaction really worth the effort and investment, as people gained new competencies and learning thorough the activities and talks.

Also, the webinars have been highly deemed by the participants and facilitators, as well as the learning circles and the support given by the facilitators, and the learning gained it has already have had an impact in the pedagogic performance of the participants, as they are adopting some of the practices used on the their own teaching, but more overly, they are looking at perfecting their work by using the skills gained at this course with their students in the future.

The participants in this course, provide the stakeholders with a wide range of suggestions to improve future editions, including creating more videos and reduce the length of the course, and avoid repetitive tasks with relation to the activities, so they can learn using a wider range of examples, activities, case students and practices.

XII. Recommendations

These recommendations are drawn from the results of the OpenMed Pilot course survey, from the comments of the experts left in the [OpenMed Open Revision](#) and from the revision made by the external evaluator of this project. These recommendations are suggested to be considered both for the short term revisions of the course and also, for the long term in the occasion of further adoption or delivery of this course.

A. Recommendations based on the outcome of the OpenMed Pilot course survey:

It is suggested in the comments left by the participants to

1. To avoid repetition both at tasks and assignments level.
2. To include more multimedia in the course
3. To include practice guides and exercises for learners to learn to apply licenses to different types of materials.

B. Recommendations based on the [OpenMed Open Revision](#) comments by experts

From the advice left by the experts at the [OpenMed Open Revision](#) the following recommendations can be illustrated

1. To reduce and abbreviate some of the text
2. To include more images, videos, and other kinds of multimedia resources to break up the text
3. To remix and adapt existing OER from third party sources and include these in the course

C. Recommendations based on the External Evaluation of the course

Finally, the recommendations drawn from the external evaluation of the course, can be seen as follows

1. At general level it is advised to further review, update and amend the modules, ensuring that the narrative is coherent and clear, as all modules can benefit from the use of the same tone and style of language to facilitate the reading of the content.
2. Also, it is recommended to have all the definitions of OEP related elements as part of Module 1 or as a glossary of terms and definitions, so the rest of the modules can refer to these by linking to the concepts when needing to mention or refer to them in their text.
3. It is also advised to concentrate all the definitions, examples and case studies about copyright, Open Licenses, Public Domain, and any other kind of licenses in M2 and to ensure that the rest of the modules can refer (by linking) to these when they need to mention them in their text.
4. Module 2 may benefit from having a copyright expert (librarian - lawyer) advising and provide guidance to readdress the issues mentioned in the module evaluation, as it needs further improvement and clarification of the concepts.
5. Module 2 may also benefit from the inclusion of practical exercises for learners to improve their abilities and confidence on licensing resources.
6. Module 3 needs to be synthesised, condensed and summarised as it is much lengthier than the rest of the modules and somehow, it tends to reiterate and further describe what is already being mentioned or explained in the previous modules.
7. It is advised to place some of content on module 3 into M1 and M2 (see details in the module evaluation) and to attribute the author of M3 as co-author of M1 and M2 as it may help improve of the course.
8. Module 4 will benefit of simplifying the language making it easier to be understood by a wider audience.

9. Module 5 can be enhanced with the inclusion of guides and sheets so participants can start assessing their own courses and teaching materials towards start opening them up.
10. It is recommended to include in the modules [the insights and tips from open education experts videos from the OpenMed project](#) to add expert voices into the modules, to complement and enhance the ideas and also, to reduce the extent of the text.
11. Also, it is recommended to include the [OpenMed webinar videos](#) in the modules as mean to condense the length of the text.
12. Also, the modules can benefit of the inclusion of guides, sheets, practical exercises and case studies that they can bring to they courses with them and use them with their students and colleagues.
13. Likewise, it is advised to design lesson plan sheets and, exercises and activity sheets, including OER canvas and assessment design tools and place them across the modules so the participants and facilitators can take this resources to work in the courses they teach.
14. In regards with the activities, please note the suggestions by the participants and redesign some of them to avoid repetition of exercises between modules.
15. Furthermore, regarding the online discussions, it is suggested to have a challenge, question, problem or conundrum related to the activity pertaining to module, so the participants have to solve together, as an strategy for engagement and participation in the course.
16. Moreover, it is recommended that the Data provided by Sakai is pre-set as of advanced statistics instead of standard towards ensuring that learning analytics can be performed at disaggregated level on the grounds of learning circles and countries, facilitators and learners performance at activities and lessons level.
17. Finally, to be able to provide with learning analytics, the activities should placed and designed to the completed be made inside the system, instead of pointing out to external sites, so performance can be assessed.

Acknowledgments

I want to thank all who have contributed to this report by providing feedback at document or project level and also, to build the tools used in this report, your time and contributions are much appreciated.

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