



# Course Review Report May 2017

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## Executive summary

This is the initial revision of each one of the modules of the OpenMed pilot course, this initial review focuses in identify good practices, flaws, missing aspects, structure and clarity of the language towards allow the authors to improve the content, to restructure the modules and to include or exclude support materials, examples, case studies and any other resources towards ensuring that the content can be assessed and improved in a second version.

## Introduction

As this course is a pilot build by different partners, the role of the initial evaluation is to ensure that the content and the modules provide information and evidence that can help the learners to construct their knowledge to become open educators. As the final part of the review has been done during the Open Med event in Madrid, each review box (see below) is complemented by the comments and feedback given by the participants to this forum, which makes this exercise a very interesting practice.

This initial evaluation has focus in a range of criteria towards ensuring that the modules share some common standards and grounds to guarantee that the participants will be able to comprehend the content in a structured manner and that they will encounter good practices that can be adopted in their practices

## Evaluation Framework

The criteria used in the initial evaluation can be understood as follows

- Learning outcomes: Describe the learning outcomes using Bloom's taxonomy
- Clarity of the language: Ensure that the elements are well described and that the language used is appropriated for the expected cohort of learners

- Grammar and style: Ensure that the type of English (US-UK) is used consistently across the modules, it is recommended to use the British style
- Clarity of the examples used: Ensure that the examples represent good practices and that can be understood by the expected cohort of learners
- Provision of further readings: Ensure that reading are provided are relevant for this course and meet the learning requirements for the expected cohort of learners
- Structure: Ensure that each module follows a logical structure and that all have a similar organisation and that the content is presented in a coherent and cohesive way.

### Evaluation Questions

- **Key Evaluation Question 1:** Does the module provide learning outcomes and are this met in the content?
- **Key Evaluation Question 2:** Is the content clear, engaging and provides evidence, examples and definitions?
- **Key Evaluation Question 3:** Does the module provide good practices to the learners?
- **Key Evaluation Question 4.** Are the activities relevant to achieve the learning outcomes?

### Conclusion

In this initial review some good practices have been identified but there is still some work to be done to ensure that the modules and its content is coherent and cohesive

### Recommendations

R1. To evaluate the different definitions of the core concepts presented in the course across the module and select the most relevant ones and add them to a glossary of terms and definitions.

R2. Content needs to be redistributed across modules to ensure that the concepts are not repeated – re-explained.

R3. Following module 3 style of documenting and citing sources, all the modules need to be specific when referring or citing readings, videos or images.

R4. It is recommended to adopt APA guidelines for citing – attributing authorship of resources and readings.

R5. To ensure that the activities help learners to construct good practices that can be applied in their own teaching and learning.

## Peer review of the course by sections

Name of the section: <b>Module 1. Introducing Openness in Education</b>
Learning outcomes: This module is lacking LO, it is recommended to use   Blooms' taxonomy to include learning outcomes and to make sure these match the content of the module.
Clarity of the language: The language is very clear as it communicates the idea, however, syntax and cohesion of the language style need further review
Grammar and style: At grammar level, it is important to keep one style (UK-US) and also it is key to ensure that the sections gathered from third parts are clearly cited.
Clarity of the examples used: It would be good to provide with some boxes pointing using examples of good practices to portray the concepts explained in the course.
Provision of further readings: Alongside with further readings some online videos could be provided
Structure: The structure is clear and presents a good introduction to the themes and concepts in a constructive way.
<p><b>General feedback:</b>  This course needs to have a further review to ensure the sources are clearly cited and referred, also, some more examples are needed to point at some good practices so people can relate with these.</p> <p>Also, as a suggestion, it would be great that as an exercise, participants map on the OER map initiatives in their countries that could be included in the map, and fill the online form with the data, it does not matter if the submissions will repeat, but is a way for them to look into what is going on in their own countries, but by doing this exercise they will make an open contribution.</p>
<p><b>Feedback given by the group:</b>  Learning outcomes need to be defined  Some of the concepts provided my need to be moved to the glossary  The activities need to be clarified</p>
<p><b>Response to the feedback</b></p>

Name of the section: <b>Module 2. Open Licensing and Copyright in education</b>
Learning outcomes: This module is lacking LO, it is recommended to use   Blooms' taxonomy to include learning outcomes and to make sure these match the content of the module.
Clarity of the language: This module requires major revisions, as the narrative

is not clear enough, it lacks cohesion and further clarification of concepts.
Grammar and style: This module needs to be further reviewed as there are some issues with the syntax and the grammar that need to be addressed, it is suggested to use British style of English to maintain a unit with the other modules
Clarity of the examples used: This module is lacking examples, and also, it does not mentions good (or bad) practices or mentions case studies so the participants can look into to understand how to apply the licenses. I suggest to use Europeana for the licenses, DOAJ for Open Access and some open data and open geo data examples
Provision of further readings: Further readings need to be better explained, now it is just a list of links but is better so write the title and also a very small description
Structure: The definitions provided are quite narrow or scarce and in the case of Open Access and Open Science there are not present, the module needs to be further expanded and reviewed.
<b>General feedback:</b> This module is first lacking learning outcomes, which need to be included following Blooms' taxonomy. In regards with the content, this module needs to better define copyright widening up the explanations, improving definitions, showcasing the terms of the law, further explaining the international conventions and showcasing good and bad practices – examples in copyright (e.g cases of plagiarism in music, people arrested for sharing protected materials) also, Open concepts (licenses, data, access and science) need to be further described and defined and it is urgent to present examples – case studies for each one of the concepts. Also, it is important to include information about Public Domain and to present some examples of it.
<b>Feedback from the group:</b> Some content from other modules may need to be placed in this module and further work is required
<b>Response to the feedback</b>

Name of the section: Module 3. Opening Up Education through OER and MOOCs
Learning outcomes: Need to match Blooms' taxonomy
Clarity of the language: The content is very nicely written and well presented, the content is also well documented and correctly cited and referred, I would suggest this module's style to be adopted by the other modules.
Grammar and style: Excellent
Clarity of the examples used: Very nicely selected and presented, although Khan Academy cannot be considered an open platform as stated in their terms <a href="https://www.khanacademy.org/about/tos">https://www.khanacademy.org/about/tos</a> (see 5.2 License Grant to Khan Academy. – and 7. <b>Proprietary Materials; Licenses</b> 1. 7.1 <u>Proprietary Materials.</u>
Provision of further readings: Further readings and support materials are very

relevant

Structure: The structure may need to change depending of the amount of content transferred to other modules.

**General feedback:**

This course is quite comprehensive but very well documented however there is an overlap with other modules.

**Feedback given by the group:**

The content of this module can be distributed among other modules e.g OER definitions > glossary – Open Licenses > M2

**Response to the feedback**

**Name of the section: 4. LOCALISING OER AND MOOCS**

Learning outcomes: The learning outcomes need to be adjusted to Blooms' taxonomy to keep the course language cohesive.

Clarity of the language: The module is well presented; the narrative presents the case very nicely and it is very nicely conceptualised.

Grammar and style: It needs further revisions and it is recommended to follow the British English style to keep the language unified across modules.

Clarity of the examples used: The examples are nicely presented, however, I am concerned that the examples used may upset some of the partners, so instead of using partner countries maybe replace them with non-partner countries.

Provision of further readings: References are nicely provided, but as this topic is very interesting, maybe provide some videos or some problems that may made the participants reflect would be interesting.

Structure: The structure is very clear and follows a learning path that meets the learning outcomes.

**General feedback:**

Overall, the course content is very nicely presented, I am only concerned about the countries used in the examples in case someone gets upset.

It is important to review the grammar and it is suggested to add some multimedia resources.

Feedback given by the group:

Learning outcomes must match Blooms' taxonomy

4.2 could become an activity

It is recommended to put the questions before presenting a problem

Response to the feedback

Name of the section: **Module 5: Open Educational Practices- OEP**

Learning outcomes: The learning outcomes are well presented, however I suggest to rephrase them to meet Blooms' taxonomy to ensure consistency across the course.

Clarity of the language: The content is very well written, the ideas are clear, and the concepts are well presented.

Grammar and style: Just check some very minor typos

Clarity of the examples used: The examples are clear, but in this case as we are taking about social media, it would be good to showcase some examples-bad-examples e.g how not to behave in social media: avoid sounding pretentious (don't call yourself a leader), how not to troll or pick fights online, don't overtweet, as this examples can help people to better understand good behaviour.

Provision of further readings: Maybe add some dos and don'ts in social media and also some more readings about open education (Unesco – OECD collection

Structure: The learning path is a very good practice, this course is very nicely presented and insightful.

General feedback:

Overall this course is very interesting and presents a good perspective for educators to reflect about their own practices, please refer to the above sections for feedback but overall, well done.

Feedback given by the group:

The activities can be reshaped into a discussion thread

The learning journey us a very good practice

Response to the feedback

