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| https://encrypted-tbn1.gstatic.com/images?q=tbn:ANd9GcQDRBMN0V4uzv_yfCF-bNNkNtf6Hp9x6OaaufqmXSmteG3ErWu5FAhttps://encrypted-tbn0.gstatic.com/images?q=tbn:ANd9GcT4XxBdKIuh9_PzgFsIVf9I9BHedDBIwPVbVb3mbLZbwCJA4ve-  *OER Institutional Analysis Workshop* | *Institution:* Open University of Tanzania  *Date:* 24/11/2014  *Department / Faculty:*  --------------------------------------------  *Team members:*   1. …………………………………………………. 2. ……………………………………………….... 3. …………………………………………………. 4. …………………………………………………. 5. …………………………………………………. |

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| Defining your current learning and teaching challenge |

Give it a code name (to make it memorable):

Briefly explain your key current teaching and learning challenge:

Who would benefit it the problem were solved?

What about this problem could be mitigated by using OER?

What resources may be available to you?

What role/s can members of this team play?

Who has tried to solve this before? Were they successful? Why or why not?

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| DESIGN worksheet: Part 1 - Needs analysis |

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| Write the problem statement: (refer to the challenge identified previously) |

List criteria for completion/success:

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Who can bridge the gap?

What resources do you need? What is the gap between what you have and what you need?

What learning resources do you have?

Which stakeholders will be involved?

What research, evaluation, adaptation, other processes might be needed?

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| DESIGN Worksheet: Part 2 - Leadership |

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| Describe current leadership and environment culture for mainstreaming use of OER: |

Which stakeholders are involved and how?

What is the impact of current institutional policies/ practices on use of OER?

What role is leadership currently playing?

List other challenges:

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How would you describe your culture for mainstreaming use of OER?

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Which stakeholders will need to be involved?

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OER Maturity Index

OUT and OER Africa have been working together since 2008. This OER Maturity Index has been formulated as a general assessment of progress in mainstreaming use of OER. You may find that the scores along the six dimensions (Expertise/ Policy and Procedure/ Quality Assurance/ Infrastructure/ Culture and leadership/ Investment) will differ depending on the department or immediacy of engagement with learning resources generally and OER in particular.

The index should be used more than once and by multiple stakeholders as a stimulus to dialogue in the institution regarding the next steps needed to mainstream the use of OER. Additional indicators might be added in time.

|  | Strongly agree | Agree | Neutral | Disagree | Strongly disagree | Total |
| --- | --- | --- | --- | --- | --- | --- |
| **Expertise** |  |  |  |  |  |  |
| 1. We have a sufficient number of staff who know what OER are. | 5 | 4 | 3 | 2 | 1 |  |
| 1. We have a sufficient number of staff who know where/how to find OER. | 5 | 4 | 3 | 2 | 1 |
| 1. We have a sufficient number of staff who know how to evaluate OER. | 5 | 4 | 3 | 2 | 1 |
| 1. We have a sufficient number of staff who know how to adapt OER. | 5 | 4 | 3 | 2 | 1 |
| 1. We have a sufficient number of staff who are able to clear third-party copyright. | 5 | 4 | 3 | 2 | 1 |
| 1. We have a sufficient number of staff who are able to prepare resources for publication as OER. | 5 | 4 | 3 | 2 | 1 |
| Total: x / 6 |  |  |  |  |  |  |
| **Policy and procedure** |  |  |  |  |  |  |
| 1. There are clear institutional policies and procedures regarding IP, copyright and plagiarism. | 5 | 4 | 3 | 2 | 1 |  |
| 1. There are clear institutional policy guidelines on how OER should be used and published. | 5 | 4 | 3 | 2 | 1 |
| 1. There are clear procedures, checks, balances and support for each stage of the OER life-cycle (find/evaluate/adapt/clear copyright/publish/use/revise) | 5 | 4 | 3 | 2 | 1 |
| 1. HR recognition, support and rewards support quality learning resource development in general and use of OER in particular. | 5 | 4 | 3 | 2 | 1 |
| 1. ICT policies and processes support quality learning resource development in general and use of OER in particular. | 5 | 4 | 3 | 2 | 1 |
| 1. There are ICT policies and procedures for backing up, archiving, versioning and re-versioning learning resources. | 5 | 4 | 3 | 2 | 1 |
| Total: x / 6 |  |  |  |  |  |  |
| **Quality assurance** |  |  |  |  |  |  |
| 1. There are staff dedicated to quality assurance who are also knowledgeable about OER and related issues. | 5 | 4 | 3 | 2 | 1 |  |
| 1. There are quality guidelines and processes to ensure programmes are designed which are coherent and fit for purpose including ensuring equivalence of provision across different modes – campus-based/part-time/school-based/distance … | 5 | 4 | 3 | 2 | 1 |
| 1. There are quality guidelines and processes to ensure that learning resources for constituent courses are fit for purpose including ensuring equivalence of provision across different modes – campus-based/part-time/school-based/distance … as well as addressing issues of level of demand, interactivity, sequencing and progression. | 5 | 4 | 3 | 2 | 1 |
| 1. There are quality guidelines and processes to ensure that assessment strategies are valid, reliable and equivalent across different modes of provision. | 5 | 4 | 3 | 2 | 1 |
| 1. There are processes and procedures to ensure the clearance of third party copyright in all learning resources. | 5 | 4 | 3 | 2 | 1 |
| 1. Feedback from key stakeholders such as learners, teachers, external examiners, employers and professional bodies is demonstrably fed back into quality improvement of programmes, courses and learning resources. | 5 | 4 | 3 | 2 | 1 |
| Total: x /6 |  |  |  |  |  |  |
| **Infrastructure** |  |  |  |  |  |  |
| 1. Staff and students have access to sufficient ICT software, hardware and ongoing support to develop and use learning resources that are increasingly digital in nature. | 5 | 4 | 3 | 2 | 1 |  |
| 1. Plagiarism software is available and is used to scan content developed by both students & staff. | 5 | 4 | 3 | 2 | 1 |
| 1. The systems for backing up, archiving, versioning and re-versioning learning resources are functional and robust. | 5 | 4 | 3 | 2 | 1 |
| 1. Specialist multi-media development capacity is available and sufficient for projected growth in the use of digital learning resources. | 5 | 4 | 3 | 2 | 1 |
| 1. There are policies and procedures that specify rights and privileges regarding access to institutional and individual data and resources. | 5 | 4 | 3 | 2 | 1 |
| 1. We have sufficient capacity to store, manage, route, analyse and monitor large volumes of data, resources and student queries and assessment. | 5 | 4 | 3 | 2 | 1 |
| Total: x / 6 |  |  |  |  |  |  |
| **Culture and leadership** |  |  |  |  |  |  |
| 1. Our senior leaders are publicly committed to the use of quality resource-based learning approaches in general and to use of OER in particular. | 5 | 4 | 3 | 2 | 1 |  |
| 1. We have a culture that recognises that education and the sharing of intellectual property are desirable things. | 5 | 4 | 3 | 2 | 1 |
| 1. Our internal quality assurers understand and support the appropriate use of appropriate OER. | 5 | 4 | 3 | 2 | 1 |
| 1. Our external quality assurers understand and support the appropriate use of appropriate OER. | 5 | 4 | 3 | 2 | 1 |
| 1. Our faculty largely understand and support the appropriate use of appropriate OER. | 5 | 4 | 3 | 2 | 1 |
| 1. Out students largely understand and support the appropriate use of appropriate OER, including resources they might have developed themselves. | 5 | 4 | 3 | 2 | 1 |
| Total: x/6 |  |  |  |  |  |  |
| **Investment** |  |  |  |  |  |  |
| 1. Our funding level for quality curriculum and resource development is sufficient to meet our current needs. | 5 | 4 | 3 | 2 | 1 |  |
| 1. Funding for the sourcing/adaptation/development of quality learning resources is seen as a necessary investment (rather than as a cost to be subsidised by unpaid overtime). | 5 | 4 | 3 | 2 | 1 |  |
| 1. We have an appropriate number of staff involved in the development of quality curriculum and supporting learning resources. | 5 | 4 | 3 | 2 | 1 |  |
| 1. We invest in training related to curriculum and learning resource development including the use of OER. | 5 | 4 | 3 | 2 | 1 |  |
| 1. Our ICT support staff are sufficient in number and expertise to support progression to increasing use of digital resource-based learning. | 5 | 4 | 3 | 2 | 1 |  |
| 1. We make provision for processes of planning, developing, trialling/piloting, monitoring and regular curriculum and learning resources review and revision. | 5 | 4 | 3 | 2 | 1 |  |
| Total: x / 6 |  |  |  |  |  |  |

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| **Dimensions** | **Totals** |  |
| Expertise |  |
| Policy and procedure |  |
| Quality assurance |  |
| Infrastructure |  |
| Culture and leadership |  |
| Investment |  |
| **Total** |  | **/6 =** |

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DESIGN Worksheet: OER Maturity index – Fill in the AVERAGE for each dimension.

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| DESIGN Worksheet: OER Maturity index |

Identify and prioritise the steps that need to be taken to improve in each dimension.

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| IMPLEMENTATION Worksheet |

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| **Vision 2017**  Describe your vision for 2017 in relation to use of OER and impact thereof: | |
| **To achieve the vision, identify the key goals and interventions necessary:** | |
| **2016-2017** |  |
| **2015-2016** |  |
| **2014-2015** |  |

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| **Now detail what needs to be done, how and by whom in 2014-2015** | | | | | |
| **Objectives**  (SMART – see following page) | **1.**  **2.**  **3.** | | | | |
| **Objective** | **Activities** | **Responsible** | **Accountable** | **Resources** | **Start/End** |
| **1** |  |  |  |  |  |
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Acknowledgement: The process and templates used here have been adapted from an EDUCAUSE resource related to Learning Analytics: <http://www.learneranalyticssummit.org/wp-content/uploads/2014/03/Workbook-Slides-7-17-14.pptx>