Empowerment Through Open & a Course Evaluation Tool for Quality matters

Gino Fransman
Open Education Influencers
LT Collab
What are Open Education Influencers?

OpenEdInfluencers or OEIs (pronounced: Oh-wees) are ambassadors for Open who increase awareness of Open Educational Resources and Open Education Practices. OEIs facilitate the adoption, creation and licensing of OER.

#OpenEdInfluencers energetically advocate for the use of Open Textbooks across purpose, faculties and schools. This year, we as OEIs are helping to facilitate the creation of Open Textbooks.
This course is designed to help individuals who are passionate about trying to help others, or just want to try and pick up some skills and knowledge useful to succeeding ahead. It is a developmental course: to empower you to DO.

You will learn about what Open Education Resources (OER) are. You learn about Facilitation styles and explore creating Influencing activities amidst local and global situations. You will learn about, and how to search for and effectively locate OER. You will reflect and locate the ethos of Ubuntu as an African philosophy of community. We will expand and develop ways to consider our social placements within the UNESCO Sustainable Development Goals.

You should exit knowing how to create your own Open content, applying Creative Commons Licenses, and likewise understanding the value of sharing.
Becoming an Open Education Influencer

6 modules

Open, Ubuntu, Advocacy, Facilitation, Influencing, SDG
BOEI Registration Guide

- Go to: https://Engage@MandelaUniversity.ac.za
- Log in using your Google account
- A registration link will be sent to your Gmail account
- Click on the link to confirm your registration
BOEI Registration Guide

- Return back to the Engage page
- Sign in with your Gmail account and navigate to Open Education and select BOEI from the options provided
BOEI Registration Guide

- Enter the enrolment key into the space provided
- You will now be enrolled for the course
BOEI course is now available on Mobile devices, and coursework can be done offline and automatically updated when connections are back. Thanks to Andrew Thuo from LXD for the work to make this real.
Tip #1
Collaborate widely and enable professional development and network building.
Open Education Influencers Project [OEI]

Project Leader/Author:
Mr Gino Fransman (Nelson Mandela University)

Project mentor:
Dr Robert Farrow (OU-UK / GOGN)

Hub Coordinator:
Igor Lesko (Open Education Global)
Koshala Terblanche (LXD @MandelaUni)
Anne-Mart Olsen (@MandelaUni Curriculum Development)

OpenEdInfluencers @MandelaUni
Kelly Liberty, Nomawethu Matyobeni, Sumaya Daffala, Ntemesha Maseka,
Kirsty Meyer, Mlungisi Mhlongo, Nicki-Ann Rayepen, Philip Kitching,
Hannah Terblanche, Lindsay Young, Matilda Smith

University of Massachusetts Amherst
Sarah Hutton, Theresa Dooley, Carol Will, Annette Vadnais

ProductionHauss: the BOEI media partner in Gqeberha, SA
Phil Haussler, Sandra Haussler, Malcolm Kroon

Mr Dave Jenkings, Dr Noluthando Toni, Dr Charles Sheppard,
and Deputy Vice Chancellor at Nelson Mandela University,
Professor Cheryl Foxcroft.

Andrew Thuo. Thandolwethu Gwiba. Tarryn Pretorius.

Thankful acknowledgement to the Siyaphumelela Programme funding grant,
via The Kresge Foundation.
Tip #2

Get students involved in the ideation and curation.
Add student voice.

#OpenEdInfluencers @MandelaUni

From left to right: Kelly Liberty; Nomawethu Matyobeni; and Gino Fransman (Project Leader)
“…challenges such as a greater level of discipline and time management, gaining access to equipment, internet, textbooks from libraries and restrictions on social learning. This has shown me the inequalities in access to resources. Open resources have the potential to bridge this gap and make learning more accessible.”

Hannah Terblanche

“For students, I see awareness as key. When students are aware of the resources freely available to them, they are able to take ownership of and invest in their own futures.”

Lindsay Young
Tip #3

Embed rigorous processes. Regularly monitor and evaluate progress, and processes.

Use collaborative tools like Google Docs/Slides and Drive.
Umass Amherst team approach prior to Moodle content development.

Covers up to step 4 of Mandela Uni approach outlined by Koshala
Getting the Modules Done and Dusted

These questions were discussed during the Sep 4th meeting, the answers to which are mostly reflected in the content development process.

DONE

02

03

04

05

date after which the content will not be changed.

DONE

We need to settle on a naming convention and communication method for Koshala so she knows which version of the content is to be used for the build.

Once UMA provides the in-depth content review, they need to understand how feedback on that review will take place (from NMU).

How will review on the module content created by Koshala be provided? What is the process? Who is involved? What are the associated timelines? What format works best for her?
<table>
<thead>
<tr>
<th>Stakeholder</th>
<th>Task</th>
<th>Status</th>
<th>Last Update</th>
<th>Start Date</th>
<th>DUE</th>
<th>Notes / Updates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gino / Anne</td>
<td>Open Module Content Creation</td>
<td>DONE</td>
<td>06/04/20</td>
<td>04/09/20</td>
<td>04/28/20</td>
<td>Loaded on the BOEI ecosystem with relevant resources.</td>
</tr>
<tr>
<td>Gino</td>
<td>Ubuntu Module Content Creation</td>
<td>DONE</td>
<td>06/04/20</td>
<td>04/09/20</td>
<td>04/28/20</td>
<td>Input required on the skills section please.</td>
</tr>
<tr>
<td>Gino</td>
<td>Kickoff Media Creation</td>
<td>In Progress</td>
<td>04/09/20</td>
<td>04/28/20</td>
<td></td>
<td>Coordinate with Media Creation Team</td>
</tr>
<tr>
<td>Anne</td>
<td>Influencing Module Curriculum Design</td>
<td>DONE</td>
<td>04/09/20</td>
<td>04/28/20</td>
<td></td>
<td>Shared for feedback on the BOEI ecosystem. Some work still needed and content. Will highlight areas.</td>
</tr>
<tr>
<td>Anne</td>
<td>Ubuntu Module Curriculum Design</td>
<td>Content Creator</td>
<td>DONE</td>
<td>04/09/20</td>
<td>04/28/20</td>
<td>Loaded on the BOEI ecosystem with relevant resources.</td>
</tr>
<tr>
<td>Anne</td>
<td>Module templates to be developed for remaining modules.</td>
<td>DONE</td>
<td>04/09/20</td>
<td>04/28/20</td>
<td></td>
<td>Loaded on the BOEI ecosystem</td>
</tr>
<tr>
<td>Anne</td>
<td>SBG Module Curriculum Design</td>
<td>DONE</td>
<td>05/04/20</td>
<td>05/04/20</td>
<td></td>
<td>Uploaded for comments with additional, annotated resources.</td>
</tr>
<tr>
<td>Kelly</td>
<td>Terminologies</td>
<td>In Progress</td>
<td>04/09/20</td>
<td>04/28/20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kelly</td>
<td>Coordinate Amongst CIEIs for resources and scripting filmed content</td>
<td>In Progress</td>
<td>04/09/20</td>
<td>04/28/20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sarah</td>
<td>Review Facilitation Module</td>
<td>In Progress</td>
<td>04/09/20</td>
<td>04/28/20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sarah</td>
<td>Format Advocacy Module</td>
<td>In Progress</td>
<td>04/09/20</td>
<td>04/28/20</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
We shared about making an OE4BW course as authors, and the experiences and outputs. Now, consider how we can evaluate courses ahead.
Let's speak about a tool for creating and evaluating quality OER.
Learning Experience Designer, at Nelson Mandela University, with a focus on innovation and emerging and blended digital technologies to support learning, teaching, research, assessment and business applications. My background is in Information Technology, and I have more than 24 years of experience supporting applications in a higher education environment. My current key performance areas include learning analytics, process design and technology implementation to support administrative, teacher and learner needs.
LESSONS #1

Start small and improve your course with each iteration.

• Build feedback mechanisms into the course
• Be consistent in the layout of the units in the course.
LESSONS #2

The quality of your course matters

• Ensure that your courses meet quality instructional design and accessibility standards.
• Regularly and systematically reviewed and improved.
Course includes Welcome and Getting Started content.

Review These Explanations

By welcoming learners to the course and providing context for what they will be learning, the instructor sets a tone for success from the start of the course. The course welcome should establish instructor presence and provide enough guidance to ensure that learners will get off to a good start in the online space. In essence, this is the learners' first impression of the instructor, and the course.

In addition to knowing how and where to get started, learners need to know how to proceed when they first access an online course. Visual clues and simple notations, like “start here”, and “before you move on” help guide learners through course learning materials and activities.
Learning Experience Design and Innovation has developed a self-evaluation Online Course Checklist to assist you in identifying which elements of your online courses you may want to address before your new cohort of students begin.
Online Course Checklist

This Online Course Checklist is reconstructed from The OSCQR Rubric, Dashboard, and Process made available by Online Learning Consortium, Inc. (OLC - https://onlinelearningconsortium.org/) under the Creative Commons Attribution 4.0 International License (CC By 4.0). To view a copy of this license, visit https://creativecommons.org/licenses/by/4.0/.

The OSCQR Rubric, Dashboard and Process were originally developed by the State University of New York (SUNY), through the Open SUNY® Online Teaching (https://online.suny.edu/onlineteaching/). Open SUNY/SUNY Online and its logos are registered trademarks of the State University of New York.
HOW IT WORKS

1. COMPLETE
   Complete the checklist for all sections or select one.

2. RESULTS
   The checklist will give you a percentage result for each section.

3. OPPORTUNITIES
   Use this to identify gaps and create interventions.

4. FOR ASSISTANCE
   For assistance with interventions, contact the LXD team on
   lthelpdesk@mandela.ac.za
WE NEED SOME INFO

1. MODULE CODE and/or MODULE NAME
   Type your module code here

2. LECTURER/REQUESTED BY
   Lecturer of the module or person who requested the evaluation?

3. EVALUATED BY
   Who is the person doing this course evaluation?

NEXT
Evaluating an OE4BW Course evaluated by Koshala Terblanche for Gino Fransman on September 21, 2022

Select one of the categories above to start your evaluation.
Use the checkboxes to the left of each statement to identify whether your course contains the particular item. Make sure to scroll all the way to the bottom. Once you have selected all your course items, select **Submit** to calculate and display your results, **Menu** will take you back to the category selection page and **Clear Selection** will to deselect all the items.

<table>
<thead>
<tr>
<th>Feature</th>
<th>Description</th>
<th>Checkbox</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course includes <em>Welcome</em> and <em>Getting Started</em> content.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>An orientation or overview is provided for the course overall, as well as in each module. Learners know how to navigate and what tasks are due.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course includes a Course Information area that deconstructs the syllabus for learners in a clear and navigable way.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A printable syllabus is available to learners (PDF, HTML).</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Evaluating an OE4BW course evaluated by Koshala Terblanche for Gino Fransman on September 19, 2022

Overview & Information: 70%
Technology & Tools: 60%
Design & Layout: 56%
Content & Activities: 77%
Interaction: 85%
Assessment & Feedback: 70%

Select one of the categories above to start your evaluation.

PRINT RESULTS
Licence your work and acknowledge use of OER, especially relevant here in OE4BW.

The CARE Framework – Conspicuous Attribution
https://www.careframework.org/

Once complete, the course evaluation tool will be Openly licenced and reflect the Revision and Remixing of OER under Creative Commons – CC – BY convention.
Visit https://openedinfluencers.mandela.ac.za

Start making your move in Open, or Advocacy, with BOEI.

Use our support
Use the content
Spread Open
Make change real

#OpenEdInfluencers on Twitter/ FB/ Instagram

The Becoming an Open Education Influencer course
Is available on the sites shared earlier.
See our Made During Lockdown series of videos about Open, OER, and collaboration, available
https://www.youtube.com/playlist?list=PLfcDp_gV7i9K1aUqRgsO6wL_R4aLnJ6sx for more.

How can BOEI help you share your work?
Use our enrolment guide in this document to access or share the course for yourself or others.
Why is mentorship important for the employment equity goals of the NMMU?

- Transfer of skills
- To upskill people
- The mentorship program serves as a support system
- Candidates will be able to acquire skills and to develop to be able to function on a more senior level
- It will promote the sharing of institutional information – speaks to sustainability
- Development path for succession planning
- Leadership development
- Progression planning
- Striving for excellence
- Bridging the cultural gap, and developing cultural awareness.

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