



CRDP Policy on Open Educational Resources (OER)



OER Committee Members

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Contents

Introduction	4
A. OER Policy Purpose	6
B. OER Policy Statement	6
C. Scope of the Policy	6
D. CRDP’s Digital Repository	7
E. OER Committee Procedures and Responsibilities	8
F. OER Training and Professional Development	8
G. OER Technical Format	8
H. OER Quality Assurance	8
APPENDIX	9
Open Educational Resources (OER)	9
Principles of Open Educational Resources	9
Open license	9
Creative Commons Licenses	9
License Elements	10
License Types	10
OER Quality Rubrics Guide	12
Workflow	13

Introduction

This project comes as a follow-up on the workshop held at the Center for Educational Research and Development (CRDP) at the level of developing pre-university educational curricula so that to transform them into interactive ones. It is based on the fourth goal of sustainable development (SDG 4) 2030 “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”.

E-learning and its various applications are considered to be among the educational methods that support the education system in educational institutions as they have contributed to the formation of an interactive educational environment which stimulates learning and creativity in addition to the development of skills and experiences in order to achieve the production of knowledge, to increase achievement, and to develop productivity in various aspects. E-learning also guarantees high-quality outcomes to reach the milestones of future education according to the aspirations of the educational system which seeks efficiency and effectiveness.

The exceptional circumstances and challenges that we, as well as our country have been experiencing for the last two years may constitute an engine of achievements for some. Despite its drawbacks, the pandemic that swept the world - including Lebanon - stimulated our enthusiasm and directed our ideas towards developing a criteria guide for the production of digital resources and afterwards the policy of open educational resources (OER) in the context of producing digital resources that meet the needs of distance learning during the current period. This policy also serves the purpose of preparing for a time when all teachers are required to produce digital resources that respond to the requirements of the digital curricula in the process of being developed.

Based on the abovementioned, CRDP set an OER policy. These resources are not only free educational material but also a fundamental, open, creative and collaborative process. They will enable rapid and continuous development in the quality of teaching. They will also establish the building of creative and cooperative skills between learners and teachers; which subsequently helps in improving the quality of education. More specifically, they are in a continuous and constructive process of development as they are not limited to a certain edge, but rather transmitted among individuals in society since they are characterized by richness, renewal and innovation.

One of the most important tasks of OER is that they embrace many subject matters. For example, they include free textbooks, educational materials, audio and video lectures, tests, computer programs, and many other tools or techniques that are used to transfer knowledge. Besides, they have a clear impact on teaching methods and are available for free use.

This is in addition to generating the:

- Digital Resources Production Unit (producing digital advertising and educational resources)
- Electronic Platform Management Unit (Learning and Training Management Systems)
- Media and Public Relations Unit (advertising, digital media and social networks)
- Quality Control Unit (project management and developing a model for evaluating digital resources. It is currently being worked on automating this model).

CRDP seeks to enrich digital libraries with the latest scientific and technological releases, and to enhance the role of information and communication technology (ICT) in the modernization, development and advancement of our society. OER have great advantages that enable them to develop the learning process; not to mention that their educational value lies in their ease of use when digitized. OER can also be distinguished from other educational resources in that they are subject to a licensing system and copyright protection which makes them easy to use and adapt without the permission of the copyright owner.

Today, CRDP launches the «OER Policy and Criteria» after the efforts to implement them in cooperation with those who turned the idea into a reality.

**The President of the Center for Educational Research and Development
Prof. Hiam Ishak**

OER Committee Members

Open Educational Resources (OER) are educational and research materials that are already in the public domain or have been released under an intellectual property license that allows others to use them free of charge. The term was agreed upon or created at the 2002 UNESCO Forum on the Impact of Open Educational Programs on Quality Education in Developing Countries.

UNESCO believes that universal access to high-quality education contributes to peace, sustainable social and economic development, and intercultural dialogue. OER provides a strategic opportunity to improve the quality of education as well as policy dialogue and exchange, knowledge sharing, and capacity building.

The World OER Congress held at UNESCO, Paris on 20-22 June 2012, recommended that countries, within the limits of their capabilities and authority:

- 1) foster awareness and use of OER
- 2) facilitate enabling environments for use of Information and Communication Technologies (ICT)
- 3) reinforce the development of OER strategies and policies
- 4) promote the understanding and use of open licensing frameworks
- 5) support capacity building for the sustainable development of quality learning materials
- 6) foster strategic alliances for OER
- 7) encourage the development and adaptation of OER in a variety of languages and cultural contexts
- 8) encourage research on OER
- 9) facilitate finding, retrieving and sharing OER

Based on these recommendations, and after the participation of CRDP team in a workshop on the use of Open Educational Resources for the Arab States in Amman in 2016 - under the patronage of the Jordanian National Committee for Education, Culture and Science - the important work done by other Arab countries was presented. Thus, in cooperation with the UNESCO Cairo office, UNESCO Beirut Office, UNESCO Amman Office and ALECSO, and UNESCO's Intergovernmental Information for all Program, Dr. Fawzi Baroud represented Lebanon to present the reality of open educational resources particularly in Notre Dame University. His presentation had a valuable impact among local and international participants, so it was decided to work on future projects as a means of cooperation between CRDP on the one hand and UNESCO Beirut and Notre Dame University on the other hand.

The project included 10 training courses that involved members of the Joint Academic Departments (JAD) at CRDP in addition to some science and mathematics trainers from the Preservice and In-service Training Bureau (PITB). All the courses were related to the use of open educational resources. As such, they were prepared by Dr. Baroud and under his supervision. In general, they were implemented successfully and had a good impact among the participants.

As a result, a memorandum of understanding was signed between CRDP on the one hand and Notre Dame University on the other hand, regarding future cooperation in this field. Since Dr. Baroud was officially requested to carry out the tasks concerning OER, more than one workshop was delivered to PITB trainers who in turn trained teachers. During these sessions, the trainees were introduced to the topic and they reported that they benefited a lot.

Later on, CRDP participated in the 2nd World Open Educational Resources (OER) Congress in Ljubljana, Slovenia, in September 2017. That Congress was organized by UNESCO and in collaboration with members of the Arab Forum for OER. It served as a presentation of the Arab OER Forum initiatives under implementation; hence identifying other OER initiatives taking place in the Arab world, and considering a way forward for the Forum in

the upcoming year.

The recommendations of this conference included the following points:

- 1- OER MOOC in Arabic
- 2- A new research series for open educational resources / university chair in Arabic
- 3- Representation in conferences
- 4- The Arab Open Educational Resources portal or database
- 5- A series of OER lessons in Arabic
- 6- The Open Educational Resources Policy Toolkit in Arabic

Thereafter, CRDP participated in a Network Meeting on the ICT Competency Framework for Teachers (ICT CFT) Harnessing Open Educational Resources (OER) project in Hammamet - Tunisia in July 2018. The project revolves around open educational resources within the framework of ICT competencies for teachers (ICT CFT) to support and train teachers in the field of ICT in education, develop teacher training materials based on the OER project, and implement teacher training exercises using these materials.

Proceeding from all these tasks and keeping pace with CRDP's mission to foster scientific and intellectual development at all levels, and in order to help teachers and learners benefit from the possibility of free access to open educational resources for the purposes of teaching and learning, there had to be a continuity plan. However, quality education cannot be provided using content designed outside the educational space and outside the human relations between teachers and learners. Also, education cannot depend on digital platforms controlled by private companies. Accordingly, a CRDP committee was assigned to represent all the Joint Academic Departments as follows:

Dr. Blanch Abi Assaf was the committee coordinator and the representative of all subject matters within the field of social studies. For her, this project is an opportunity to provide OER in social studies to achieve peace, foster sustainable social and economic development, and enhance intercultural dialogue, knowledge sharing, and capacity building.

Dr. Joumana Assaf was the rapporteur of the Committee and the representative of all subject matters in sciences and mathematics. Her main concern is to help teachers of mathematics and sciences benefit from open educational resources and improve the content of these subject matters by facilitating access to information and reinforcing it by using a variety of resources, including but not limited to the CK-12 platform and other free and open resources. This can be done by interlocking them with all other subject matters, thereby making them accessible for everyone.

Dr. Loubna Nehmeh represented the departments of the Arabic language, English language, and French language. Her main purpose is to improve the level of these languages through facilitating access to information and reinforcing it by using various resources especially those which are free and accessible for everyone, and can be developed in a manner that meets the age requirements and is in line with the Lebanese curricula both in terms of themes and objectives.

Ms. Grace Sawan represented the Technology and Informatics Departments.

Mr. Jean Daibes represented PITB and the Digital Educational Resources Unit for the sake of mainstreaming this culture through training and development.

All work was carried out under the supervision and participation of the expert in open educational resources, Dr. Fawzi Baroud.

The team worked in full solidarity for two years on the draft policy for open educational resources; taking into account all the laws, regulations and fundamentals of CRDP. The team also worked in full coordination with all CRDP departments and bureaus to adopt this policy as a reference for evaluating all open educational productions. Therefore, we are now in the middle of discussing this policy with the aim of approving it.

OER Committee Members

CRDP Policy on Open Educational Resources (OER)

A. OER Policy Purpose

This policy provides a framework for the production, use and development of Open Educational Resources (OER) at the Center for Educational Research and development (CRDP).

Following the 2019 OER Paris Declaration, Open Educational Resources are defined as follows:

1. Open Educational Resources (OER) are learning, teaching and research materials in any format and medium that reside in the public domain or are under copyright that have been released under an open license, that permit no-cost access, re-use, re-purpose, adaptation and redistribution by others.
2. Open license refers to a license that respects the intellectual property rights of the copyright owner and provides permissions granting the public the rights to access, re-use, re-purpose, adapt and redistribute educational materials.

As such, a key aim of this policy is to remove educational barriers through sharing and repurposing high-quality OER, increasing access and affordability as main foundations of OER production. The policy requires that the use, production, and publishing of OER be consistent with CRDP's mission and values.

Furthermore, this policy can be a necessary tool that helps in fostering CRDP's role in implementing the 2030 sustainable development goals. Such goals include the importance of information and communication outreach in stimulating human development and building knowledge in societies; especially the fourth goal that encourages the use and production of open educational resources to reach a sustainable society by «ensuring equitable and inclusive quality education and promoting lifelong learning opportunities for all.»¹

B. OER Policy Statement

CRDP encourages all educators including CRDP employees to produce, use, and publish OER to enhance the quality of the educational experience, provided that the resources are fit-for-purpose and relevant to the goals of teaching, learning, and research.

The use of OER:

- adheres to open licensing standards,
- applies to the Lebanese and international copyright laws; and
- abides by legal policies and procedures adopted by CRDP.

C. Scope of the Policy

This policy applies to all CRDP employees² who utilize and/or develop OER.

Sharing and recirculation are key features of Open Educational Resources which bear an open

¹ A brief overview of UNESCO's recommendations on Open Educational Resources is available at:

https://unesdoc.unesco.org/ark:/48223/pf0000370936_ara

² CRDP employees include members of the Joint Academic Departments, the Pre-Service and In-Service Training Bureau, the Educational Installations and Material Support Bureau, the Educational Research Bureau, and the Technical Units.

license, or reside in the public domain.

All CRDP employees are encouraged to utilize and publish OER using a Creative Commons (CC) license subscribing to the principles of retaining, reusing, revising, remixing and redistributing.

Two principles guide such usage:

- (1) when adopting/adapting OER, all users strictly adhere to the terms and conditions of the original open license;
- (2) when producing and publishing OER, all materials should be covered under a Creative Commons license CC-BY-NC-SA; unless otherwise stated. A full list of CC licenses is available in the APPENDIX.

Violation of the terms of this policy constitutes an offence subject to disciplinary action as per existing CRDP policies.

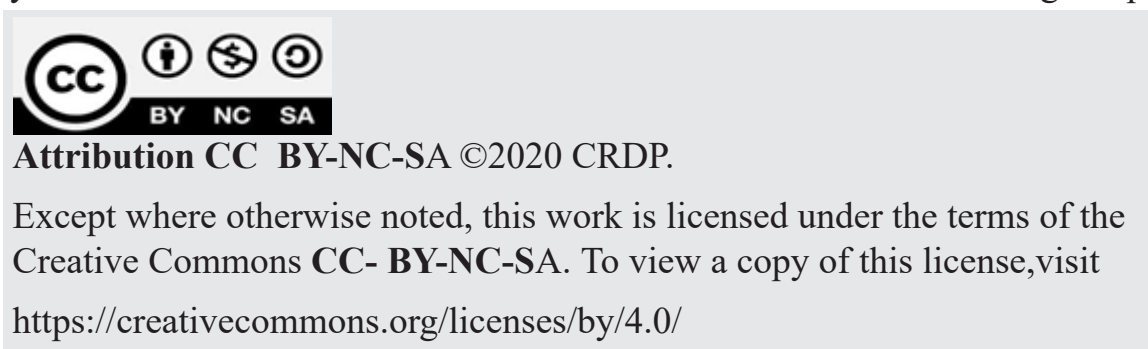
While CRDP encourages the assignation of the broadest possible license in the production of OER, material producers or developers reserve the right to decide the conditions under which the material will be shared except in the following cases:

1. The material is specifically paid for or commissioned by CRDP or CRDP contributes either financially or in terms of human support. In this case, CRDP determines the conditions under which the material will be published and shared.
2. The material is produced or developed as a result of a specific collaboration or with the support of an extraneous party, in which case the terms governing the initial understanding will prevail.

All OER materials originally produced or developed at CRDP and shared externally should carry a disclaimer indicating that the material is for educational purposes only and that CRDP absolves itself of any subsequent practical misuse of the material or its content.

This disclaimer should clearly state that OER materials authored and published by a CRDP employee does not necessarily reflect CRDP's opinion.

When producing and publishing any OER, the copyright owner(s), author(s), date and Creative Commons license applied must be visibly attributed. The copyright owner will normally be CRDP. The license declaration on the OER will be in the following sample format:



D. CRDP's Digital Repository

CRDP'S official institutional repository (IR) is managed by the Educational Installations and Material Support Bureau and is openly accessible.

Whenever possible, producers and developers of OER materials will share their work on CRDP's IR. As they are the owners of the material, contributors must consent to releasing it under a Creative Commons license as part of the submission process.

Contributors also need to make sure that shared OER materials do not infringe upon or violate any copyright, trademark, patent or other third-party rights in any way.

OER containing images, graphs, photographs, audios, or other copyrighted content should obtain permission prior to publication. It is the responsibility of the author(s) to carefully review if the permission obtained allows them to include their work on the IR or not.

CRDP is the sole holder of copyright of its institutional logo when used in all OER materials, and does not allow the use of its logo without a written permission. However, in no instance shall CRDP logo be subject to alteration or misuse. In cases in which CRDP owns OER, attribution should be granted to its role in the production of this OER.

E. OER Committee Procedures and Responsibilities

An OER committee, named by the CRDP President is assigned to oversee the implementation of this policy. The committee chairperson serves as the key institutional figure who makes decisions related to the committee and communicates with concerned personnel in order to keep pace with the mechanism of accrediting and successfully sharing OER.

The OER committee plays a leading role in formulating strategies and initiatives that further enhance the development of OER materials in light of emerging good practices.

CRDP encourages cooperation among the Technical Units, the Joint Academic Departments, the Pre-service and In-service Training Bureau, the Educational Research Bureau and all other involved professionals at CRDP whose role contributes to facilitating the process of using, producing, and accessing open educational resources.

F. OER Training and Professional Development

CRDP recognizes that adopting and sharing OER with the wider world is both an evolving pedagogical trend and a strategic initiative in need of long-term sustainability. To that end, ongoing training and professional development of staff members concerned with producing and developing OER is a priority.

G. OER Technical Format

CRDP's main repository of OER accepts files in a variety of formats. Shared OER should appear in editable format to permit subsequent reuse and re-adaptation. This makes various users not only consumers of educational resources, but also partners in their production and development.

OER materials can be in different forms such as documents, presentations, interactive lessons, animations, eBooks, photos, videos, audios, etc...

H. OER Quality Assurance

CRDP employees – each in his/her field of specialization - are ultimately responsible for the production and/or curation of high-quality OER materials.

CRDP's repository provides resources of the highest quality. As such, it provides a benchmark of excellence in the production and sharing of OER material.

APPENDIX

Open Educational Resources (OER)

Open Educational Resources (OER) are learning, teaching and research materials in any format and medium that reside in the public domain or are under copyright that have been released under an open license, that permit no-cost access, re-use, re-purpose, adaptation and redistribution by others.

Principles of Open Educational Resources

There are five basic principles (5Rs), one of which must be available at least in any educational resource in order to be open.

The 5Rs include:

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

Open License

Open license refers to a license that respects the intellectual property rights of the copyright owner and provides permissions granting the public the rights to access, re-use, re-purpose, adapt and redistribute educational materials.

Creative Commons Licenses





Open license refers to a license that respects the intellectual property rights of the copyright owner and provides permissions granting the public the rights to access, re-use, re-purpose, adapt and redistribute educational materials.

Creative Commons Licenses

Creative Commons licenses give everyone from individual creators to large companies and institutions a clear, standardized way to grant permission to others to use their creative work. From the reuser's perspective, the presence of a Creative Commons license answers the question, "What can I do with this?" and provides freedom to reuse, subject to clearly defined conditions.

All Creative Commons licenses ensure that creators retain their copyright and get credit for their work, while permitting others to copy and distribute it. Although the tools are designed to be as easy to use as possible, there are still certain to learn in order to fully understand their mechanics.

License Elements

-  This symbol means Attribution or “BY.” All of the licenses include this condition.
-  This symbol means Non Commercial or “NC,” which means the work is only available to be used for non commercial purposes. Three of the CC licenses include this restriction.
-  This symbol means Share Alike or “SA,” which means that adaptations based on this work must be licensed under the same license. Two of the CC licenses include this condition.
-  This symbol means No Derivatives or “ND,” which means reusers cannot share adaptations of the work. Two of the CC licenses include this restriction.

When combined, these icons represent the six CC license options. The icons are also embedded in the “license buttons,” where each represents a particular CC license type.

License Types

There are six different CC licenses, designed to help accommodate the diverse needs of creators while still using simple, standardized terms. The four license elements—BY, SA, NC, and ND—combine to make up six different license options.

All of the licenses include the BY condition. In other words, all of the licenses require that the creator be attributed in connection with their work. Beyond that commonality, the licenses vary whether (1) commercial use of the work is permitted; and (2) whether the work can be adapted, and if so, on what terms.

The six licenses, from least to most restrictive in terms of the freedoms granted reusers, are:



The Attribution license or “CC BY” allows people to use the work for any purpose (even commercially and even in modified form) as long as they give attribution to the creator.



The Attribution - Share Alike license or “BY-SA” allows people to use the work for any purpose (even commercially and even in modified form), as long as they give attribution to the creator and make any adaptations they share with others available under the same or a compatible license. This is CC’s version of a copyleft license, and is the license required for content uploaded to Wikipedia, for example.



The Attribution - Non Commercial license or “BY-NC” allows people to use the work for non commercial purposes only, and only as long as they give attribution to the creator.









The Attribution - Non Commercial-Share Alike license or “BY-NC-SA” allows people to use the work for non commercial purposes only, and only as long as they give attribution to the creator and make any adaptations they share with others available under the same or a compatible license.



The Attribution - No Derivatives license or “BY-ND” allows people to use the unadapted work for any purpose (even commercially), as long as they give attribution to the creator.



The Attribution - Non Commercial -No Derivatives license or “BY-NC-ND” is the most restrictive license offered by CC. It allows people to use the unadapted work for non commercial purposes only, and only as long as they give attribution to the licensor.

LICENSE	Attribution is required	Commercial use is allowed	Modification & Adaption are allowed
Attribution CC - BY 	✓	✓	✓
Attribution - Share Alike CC – BY - SA 	✓	✓	✓ The new work should carry the same license
Attribution - No Derivatives CC – BY - ND 	✓	✓	✗
Attribution – Non-Commercial CC – BY - NC 	✓	✗	✓
Attribution – Non-Commercial-Share Alike CC – BY – NC - SA 	✓	✗	✓ The new work should carry the same license
Attribution–Non-Commercial-No Derivatives CC – BY – NC -ND 	✓	✗	✗

OER Quality Guide

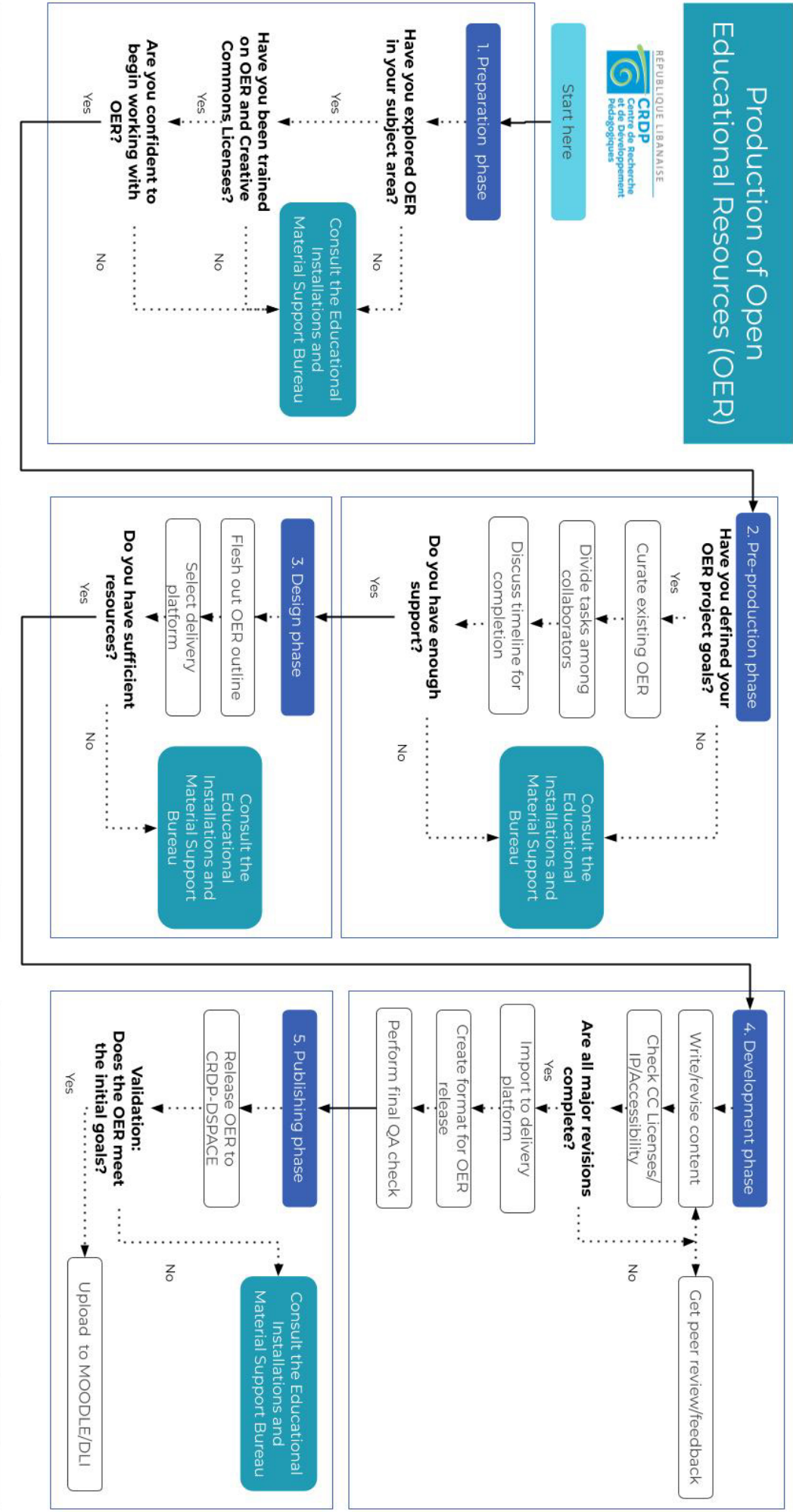
This OER quality guide is a tool to help teachers evaluate the quality of OER for use in a specific subject area. It is worth noting that “Quality” is both subjective and context specific.

COMPLIANCE			
Digital Rights (DR) Compliance	YES	NO	Not Sure
Resource is openly licensed or in the public domain and is clearly visible.			
License allows modifications or adaptations of the resource.			
Accessibility Standards	YES	NO	Not Sure
Resource is accessible to all learners including students identified as blind, visually impaired, or print disabled, etc...			

CONTENT						
Currency, Relevance and Accuracy	Poor	Fair	Good	Excellent	N/A	Remarks/Questions
Resource is current and recent enough to serve the need of learners.						
Resource is appropriate for the need of the learner. i.e appropriate to purpose and context.						
Resource clearly aligns to learning objectives, and the associated assessments.						
The information in the resource is accurate.						
Credibility	Poor	Fair	Good	Excellent	N/A	Remarks/Questions
Source (author, publisher, etc.) is reputable, professional as appropriate.						
Resource has been independently verified.						
Inclusivity	Poor	Fair	Good	Excellent	N/A	Remarks/Questions
Resource honors diversity in genders, ages, languages, cultural expressions, learning styles...						
Engagement/Interactivity	Poor	Fair	Good	Excellent	N/A	Remarks/Questions
Resource is engaging /motivating as it invites the learner’s reflection and participation in the learning process.						
The form of the resource is appropriate to purpose.						
Resource is responsive to student input in a way that creates an individualized learning experience.						
Contextualization	Poor	Fair	Good	Excellent	N/A	Remarks/Questions
Resource is culturally sensitive; it is well suited to our learners and purposes.						
Resource can be adapted and contextualized.						

TECHNICAL FACTORS						
User Experience	Poor	Fair	Good	Excellent	N/A	Remarks/Questions
Resource is downloadable and available in multiple and editable formats.						
Resource is portable and transmissible.						
Resource demonstrates Ergonomics e.g (legibility, layout, interface, design features, etc...)						

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How to use this workflow diagram

This workflow can help you understand the major steps in the production of OER and manage your own progress towards creating OER.

Acronyms

- OER = Open Educational Resources
- IP = Intellectual Property
- QA = Quality Assurance
- DLP = Digital Learning Initiative
- CC = Creative Commons

This work is derived from the OER workflow by Billy Meinke and University of Hawaii¹ at Manoa Outreach College licensed under a [CC BY 4.0 International license](https://creativecommons.org/licenses/by/4.0/).

