KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

STANDARDS FOR ONLINE OPEN EDUCATIONAL RESOURCES (OERs)

FEBRUARY 2016

Draft 1
META DATA

Subject .................................................. Level ...........................................

Class .............................................

Category of Learners (Regular or SNE).................................................................

Category of Special Need
(Visually Impaired - VI Or Hearing Impaired – HI If Applicable)...........................

Title.......................................................................................................................

Course Material’s Code.................................

Teacher’s Guide (TG) Code (Where Applicable)...................................................

Reference/ Source.............................................................................................

Author(s)...........................................................................................................

Author(s) Credentials......................................................................................

Publisher........................................ Publisher Code..................................

Country.............................................................................................................

Community of Practice (Where Applicable).........................................................

Type of License (Applicable to OERs).................................................................

Language...........................................................................................................

Brief Description (2- 5 Sentences):
.............................................................................................................................
.............................................................................................................................
.............................................................................................................................

Format (ePub, Interactive Digital Content).............................................

Year of Production..........................................................

Edition/Version Number.................................................................

Rights (Where application) .................................................................

Size (Bytes) ......................................Code of Evaluator ......................................

Price........................................... Date ............................................
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INVITATION

- The learning resource will undergo various quality assurance processes.
- Rational for the process
  - To assure quality
  - For efficiency of processing
  - To place the content in the right context/category
- The learning resource must be peer reviewed through communities of practice, publishers, organization or peers before submission for curation as KICD.
- The site will categorize the submission based on regulation from the community of practice.
- Access and interact with the standards of creating content before submission. The standards can be accessed through the website.
- The Process will flow chart as shown in fig. 1.

**Figure 1 Flow chart of Curation Process**
GENERAL INFORMATION

Open Educational Resources (OERs) are any type of educational materials that are in the public domain or introduced with an open license. The nature of these open materials means that anyone can legally and freely copy, use, adapt and re-share them [not for commercial purpose]. OERs range from textbooks to curricula, syllabi, lecture notes, assignments, tests, projects, audio, video and animation (UNESCO, YYYY).

The standards are intended to serve as a guide for the development and the evaluation of Open Educational Resources. Accordingly, these standards will be subject to review and refinement.

The document is organized as follows:

1. General Standards
   i. Meta Data
   ii. Types of OER
   iii. Focus
   iv. Licensing
   v. Access

2. Specific Standards
   i. Instructional Design and Pedagogy
   ii. Technical
   iii. Layout
   iv. Assessment

Note: If the submitted content falls under the focus area of a) course content, b) supplementary content c) revision materials, d) reference materials, they will be subjected to the standards of their respective categories.
GENERAL STANDARDS

1. Meta Data
   i. Declaration
   ii. Author credentials
   iii. Subject Area
   iv. Acknowledge the Source (where applicable)
   v. Country/Source
   vi. Community of practice
   vii. Type of License
   viii. Print ISBN 10
   ix. Print ISBN 13
   x. eISBN 10
   xi. eISBN 13
   xii. Title
   xiii. Subtitle
   xiv. Edition Number
   xv. First Author
   xvi. Second Author
   xvii. Third Author
   xviii. Imprint
   xix. Publisher Name
   xx. Print Publication Date
   xxi. Print Copyright Year
   xxii. BISAC Code
   xxiii. Description
2. Type of OER

i. Text

ii. Audio

iii. Illustration/Photos/Pictures/Graphics

iv. Video

v. Animation

vi. Multimedia

vii. Special Needs Education Material

viii. Interactive

ix. Games

3. Focus

i. Course Content

ii. Supplementary Content

iii. Revision Material

iv. Creative Material

v. Any Other (Specify)
4. Licensing

i. Content licensing details are stated in easily understood wording, including a description of when the license expires, where it may be used and by whom.

ii. The OER developer should share details of their licensing in detail.

5. Access

i. Accessible

ii. Re-usable

iii. Re-purpose

iv. Re-mix

v. Users have the right to modify the content to meet individual learner and educator needs, except where third party agreements restrict this.
A. INSTRUCTIONAL DESIGN AND PEDAGOGY

The instructional design and pedagogical standards below represent design considerations for the learning resource to be motivating and effective at fostering and supporting learning.

Content

i. Ongoing interaction between users and content is fostered hence making learning interesting, motivating and involving.

ii. Learning resource activities require users to manipulate information and ideas to comprehend, apply, analyze, synthesize and evaluate new knowledge, and provide opportunity for practice and transfer of learning in a variety of ways.

iii. A wide range of methods for completing assignments or progressing through the content is accommodated for the user.

iv. Facts and ideas are applicable to the real world and are authentic for users.

v. Information presented in the learning resource is accurate.

vi. The learning resource clearly identifies the relevant learning outcomes

vii. The learning resource organizes and sequences content in a way that is appropriate for the subject matter and age of the intended audience.

viii. The learning resource is socially, culturally, and age appropriate for the intended audience in terms of gender, age, cultural diversity.

ix. The learning resource should promote positive values and attitude.

Pedagogy

i. A wide range of learning styles is supported such as visual, auditory, and kinesthetic.
ii. The learning resource provides examples of activities, assignments and reflections.

iii. Different modes (pictorial, verbal) for presentation of essential information are incorporated.

iv. Appropriate questioning strategies are evident in the interactions set up in the learning resource.

v. Users are given opportunities to apply knowledge to meaningful and authentic problems.

vi. The learning resource indicates clear and accurate directions for all activities and/or assignments.

Language

i. The learning resource uses appropriate language in terms of gender, age, level of education and cultural diversity.

ii. The language used in the learning resource should be grammatically correct such as punctuation, spelling, typographical and sentence structure.

iii. The terminologies used are accurate and consistent throughout the learning resource and abbreviations are defined in full.

B. TECHNICAL DESIGN

i. The software used is common and easily accessible to all users.

ii. Formatted so that it is accessible to users from all locations at both low and high bandwidths.

iii. The learning resource can be used on different operating systems.
iv. The learning resource multimedia has been optimized for size and use with standard computer graphics and systems such as compressed files; MP3 files, JPEG or TIFF for photos, and GIF or PNG for computer graphics.

v. Video, animation and sound file formats can be played on freely available and commonly used plug-ins or players.

C. LAYOUT (VISUAL DESIGN)

i. A simple, consistent and accessible structure for the navigation of the materials is provided.

a. The learning resource provides learner control of audio or video (i.e. learner can turn on/off audio and/or video files. The user can also start, stop, pause video clips and alternate tags or script of the audio is provided.

b. The resource should provide for controls – BACK, FORWARD, SEARCH, HELP, PLAY and Links and hyperlinks

ii. The learning resource explains each icon function (i.e. cursor over tag appears describing button), and graphics are relevant, consistently identified, labelled and described.

iii. All clickable objects in the content are identified through the use of labels, borders, or instruction in text as appropriate.

iv. Text material is provided in standard formats accessible to learners.

v. The resource uses identifiers in a consistent manner to signal steps in a process.

vi. Key terms are highlighted on screen and are in the glossary.

vii. Format is uncluttered, includes white space, effective use of colour, and graphics where appropriate, and text colours are clearly legible over background colours.

viii. Text is organized into readable paragraphs for presenting on display.
ix. The resource provides learners the opportunity to proceed at their own pace and revisit sections as required (adaptive learning).

x. The resource has a consistent tone, readability, look and feel.

xi. An efficient and comfortable learning interface that provides a minimum of fatigue is employed (i.e. is visually appealing without being over stimulating).

D. ASSESSMENT

In the event the learning resource has an assessment component the following standards will apply;

i. The learning resource specifies clear instructions for successful completion by the user.

ii. The user assessment is linked to learning outcomes, associated content, and learning resource activities.

iii. Assessment methods are constructed to measure learning on a variety of levels such as fact, concept, process, critical thinking, problem solving.

iv. The learning resource incorporates a variety of methods of user assessment such as quizzes, matching activities, reflection, discussion questions and on-the-job activities.

v. The learning resource provides opportunities for user practice and transfer.

vi. Meaningful, useful and relevant feedback is provided to the user.

SUBMISSION DOCUMENTS

When all the requirements have been met you can now submit the learning resource(s)

Upload using this link, or send an access link
APPENDICES 1: Definition of Terms

**Animation:** movies with drawings, computer graphics, or photographs of static objects, including all techniques other than the continuous filming of live-action images.

**Any Other (Specify)-Grace**

**Community of practice (COP):** It is a group of people who share common interest for something that they all do and learn how to do it better through their regular interaction. A COP, in this case, will come about because members are motivated to share their digitally generated resources which they want to improve through their collective quality assurance process.

**Course Content (CC):** Course content refers to any information or subject matter that is related to a specific subject taught in Kenyan institutions of learning which is submitted to the KICD Education Cloud Platform (KICD EdCP) for online evaluation.

**Course:** An accredited unit of curriculum.

**Creative Material:** Martin

**Digital Learning Content:** Assembly and aggregation of discreet, digital (or electronic for display on a computing device) learning objects designed to meet intended learning outcomes. Content is a specific package of material for use in an overall curriculum.

**Guidelines:** Suggested or recommended approaches. Guidelines are speculative and assume certain conditions that may not apply in all situations. A guideline is a “suggest”.

**Interactive:** Interactive - allowing a two-way flow of information between a computer and a computer-user; responding to a user’s input:

**Instructional Design:** Systematic method of planning, developing, evaluating and managing instruction to ensure competent performance by the learner.

**Metadata:** Metadata is a set of words or phrases that summarizes the ‘who, what, where, when and why’ of a learning object (content), what their preference, learners should have
Multimedia: Multimedia is a computer application which represents information through audio, animation, text, graphics drawings, still and moving images, and any other media where every type of information can be represented, stored, transmitted and processed digitally.

Plug-in: A file containing data used to alter, enhance, or extend the operation of a parent application program.

Revision Material: Materials that provide further practice and review the knowledge, skills and attitudes acquired through activities, assignment and tests. Revision materials involve revision books and workbooks.

Supplementary Content: Refers to content that’s addresses

1. Digital language and non-language readers
2. Readers on ECD activity areas
3. Digital Models
4. Contemporary and emerging issues
5. Digital Charts

Standards: Document descriptions that have received a stamp of approval or accreditation from KICD. Standards tend to go through a relatively slow evolution, are conclusive and complete, and are criteria specific. A standard is a “must”.

Learning Content: Assembly and aggregation of discreet learning objects designed to meet intended

Learning resource: A learning asset or assets designed to address an intended learning outcome(s).

Learning Outcomes: They are statements of what learners are expected to know and do at the end of an indicated grade or course.

APPENDICES 2: Abbreviations

1. GIF-Graphic Interchange format

3. **MPEG** - Motion Picture Express Group.

4. **PNG** - Portable Network Graphics

5. **TIFF** - Tagged Image File Format
APPENDICES 3. Licensing

Open License for content

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C. **More for Code / technologies – Open and can be used in commercial situations with some obligations**

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BSD  https://en.wikipedia.org/wiki/BSD_licenses

MIT  https://en.wikipedia.org/wiki/MIT_License

Mozilla  https://en.wikipedia.org/wiki/Mozilla_Public_License

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