Validé au Open Educational Resources Competency Framework OER

Produced by the Open Educational Resources (OER) expert group of the International Organisation of La Francophonie IOF at the Tunis Forum

Ressources Educatives Libres

Open Education Consortium

The Global Network for Open Education

African Virtual University
Université Virtuelle Africaine
Universidade Virtual Aracno
Open educational resources (OER) have extraordinary transformative potential. They are a powerful asset to attaining the fourth Sustainable Development Goal (SDG): “Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”. While awareness about OER is progressing day after day, it is essential to make available all the tools conducive to deep and lasting change in practices.

This competency framework shows the commitment of the International Organisation of La Francophonie (IOF), in partnership with the United Nations Educational, Scientific and Cultural Organization (UNESCO), the Arab League Educational, Cultural and Scientific Organization (ALECSO) the Open Education Consortium and the Virtual University of Tunis, to build together on the foundations of shared humanist values and promote the richness of the world’s cultural and linguistic diversity to accompany and support the movement of OER.

With a view to developing training that can address diverse audiences, and in order to transmit the four fundamental skills of searching for, reusing, designing and disseminating OER, a coherent approach, integrating educational and technological dimensions, is proposed. Mastering such skills can enable everyone to be an actor of innovation and improvement of the quality and equity of education, and thus join a dynamic community, with global reach, rooted in local realities and needs.

Mr Ma-Umba Mabiala
Director for Education and Youth
International Organisation of La Francophonie
## OER Competency Framework v1.1

### Field of competence | D1. Becoming familiar with OER
---|---
**Abilities** | **Capabilities**

**D1.1. Distinguish an OER from another resource**
- 1. Define an OER in your own words
- 2. List the essential characteristics of an OER

**D1.2. List some factors in the emergence of OER**
- 1. Describe the place of education in the Sustainable Development Goals (SDG) of the United Nations
- 2. Identify the actors and triggers that have made OER possible

**D1.3: Consider a specific role in the OER movement**
- 1. Identify the “5 Rs” that characterize a copyright-free resource
- 2. Determine what your contributions could be to the OER movement

### Field of competence | D2. Searching for OER
---|---
**Abilities** | **Capabilities**

**D2.1: Use a search tool to find OER**
- 1. Understand the meaning of the various terms bank, deposit, directory and repository of resources, and be able to recognize them as the source of an OER

**D2.2: Select appropriate OER**
- 1. Know the quality criteria of an OER
- 2. Know the validation mechanisms of the quality of OER
- 3. Identify some of the key data in order to correctly attribute an OER
- 4. Recognize a licence and know how to determine whether a resource has one

### Field of competence | D3. Using OER
---|---
**Abilities** | **Capabilities**

**D3.1: Distinguish between the different types of Creative Commons licences**
- 1. Set out in simple terms the comparative advantages offered by Creative Commons licences
- 2. Understand the exceptions to the laws of intellectual property and name at least two of them that apply in teaching
- 3. Identify the four basic options for Creative Commons licences, know their initials and explain their meaning
- 4. Identify at least one of the reasons given by those who oppose the licensing system

**D3.2: Respect the terms of Creative Commons licences**
- 1. Use a resource licensed under the Creative Commons licensing system
- 2. Demonstrate understanding as applied to the Creative Commons licensing system
### Field of competence: D4. Creating OER

<table>
<thead>
<tr>
<th>Abilities</th>
<th>Capabilities</th>
</tr>
</thead>
</table>
| **D4.1: Design OER** | 1. Produce original or reusable content that can be assembled into a work that may be licensed to become an OER  
2. Know the right practices to design resources that take into account the educational and cultural dimensions of the resource, its technical quality and ergonomics as well as basic concepts in order to ensure its discovery and accessibility |
| **D4.2: Revise OER** | 1. Be able to identify and distinguish a modifiable OER in open format (in particular by ensuring the original design format is available)  
2. Know the different options for adaptation of an OER (translation, sound, illustration, accessibility, contextualization, etc.) |
| **D4.3: Remix OER** | 1. Know how to create an OER comprising various OER taking into account the specificities of licences and their potential for dissemination  
2. Know how to create an OER comprising various OER and content that is not open within the constraints associated with this type of composite work and specifying the rights associated with the individual content |
| **D4.4: Co-create OER** | 1. Distinguish between the different modes of co-creation in order to use them wisely for the creation of OER  
2. Identify the contributors involved in the creation of OER by establishing and clearly stating the levels of contributions and intellectual property of each of them |

### Field of competence: D5. Sharing OER

<table>
<thead>
<tr>
<th>Abilities</th>
<th>Capabilities</th>
</tr>
</thead>
</table>
| **D5.1: Choose a licence for an OER** | 1. Select an appropriate licence for your OER  
2. Recognize which licences are less suitable for reuse when several of them are combined |
| **D5.2: Assign a licence to an OER** | 1. Assign a Creative Commons licence to a resource  
2. Demonstrate best practices in the attribution of authorship, for both the authors of the OER and for your own creations |
| **D5.3: Publish an OER** | 1. Use an OER within its information envelop and its licence to ensure usability  
2. Make your resource available in every way possible  
3. Identify the major OER repositories in which OER creators can publish their creations |
| **D5.4: Promote an OER** | 1. Understand the lifecycle of a resource  
2. Use social networks to publicize OER  
3. Identify communities of practice to discover and analyse the uses of OER |
Open Educational Resources Competency Framework

D1 Becoming familiar with OER
- D1.1: Distinguish an OER from another resource
- D1.2: List some factors in the emergence of OER
- D1.3: Consider a specific role in the OER movement

D2 Searching for OER
- D2.1: Use a search tool to find OER
- D2.2: Select appropriate OER

D3 Using OER
- D3.1: Distinguish between the different types of Creative Commons licences
- D3.2: Respect the terms of Creative Commons licences

D4 Creating OER
- D4.1: Design OER
- D4.2: Revise OER
- D4.3: Remix OER
- D4.4: Co-create OER

D5 Sharing OER
- D5.1: Choose a licence for an OER
- D5.2: Assign a licence to an OER
- D5.3: Publish an OER
- D5.4: Promote an OER