

SCONUL 7 Pillars through an Open Content 'lens'

Identify	Scope	Plan	Gather	Evaluate	Manage	aPresent
Understands:	Understands:	Understands:	Understands:	Understands:	Understands:	Understands:
<p>Concept of 'openness' in relation to educational resources and practices</p> <p>That new open content is constantly being produced</p> <p>The benefits to be gained from creating, sharing and reusing content</p> <p>Impact of local policy, infrastructure and support in creating a culture of sharing and openness</p> <p>How to assess whether using open content or making your own content open will meet your needs</p>	<p>What material can and should be shared</p> <p>The issues of IPR/copyright status and Creative Commons licenses in relation to re-use</p> <p>The characteristics of different types of open content and how these may affect where they are published or aggregated</p> <p>Who else must be involved in locating and/or developing content</p> <p>Where specialist services and support can be found</p>	<p>Where to locate and publish suitable content</p> <p>How to search for content which is available for use/re-use</p> <p>The differences between different platforms where open content is located, recognising advantages and limitations</p>	<p>Where to locate content for share/re-use</p> <p>The limitations of libraries in providing access to digital OER content</p> <p>What makes content accessible</p> <p>The importance of folksonomies in locating open content</p> <p>The importance of source files e.g. SWF in enabling reuse/remixing of content</p>	<p>Issues of quality, relevance, accessibility and format</p> <p>How to assess impact and discoverability of open content</p>	<p>Principles of designing for reuse</p> <p>The content lifecycle and the passage of time on digital content</p> <p>Interoperability and open standards for use and reuse</p> <p>The importance of timing of availability for maximum impact</p>	<p>The needs of the intended audience; their unique situated characteristics</p> <p>Pedagogic approaches to the structure, activity and context for delivery of open content</p> <p>The audience for open content is distributed and self-selecting</p>
Is able to:	Is able to:	Is able to:	Is able to:	Is able to:	Is able to:	Is able to:
<p>Recognise decision to make one's content open may involve others as well as self</p> <p>Recognise a need for new skills in locating, creating, reusing, sharing content and identify the skills gap</p> <p>Assess how open content could enhance the learner experience</p>	<p>Identify material suitable for intended audience</p> <p>Articulate reasons for using and making content open</p> <p>Assess when content should not be made open</p> <p>Identify platforms and search tools for locating good quality digital content</p>	<p>Use external sources e.g. Jorum; YouTube etc to extend discovery</p> <p>Identify appropriate search techniques to use as necessary</p> <p>Assign rights to any new or remixed content</p>	<p>Apply metadata tags to add value to content</p> <p>Organise content into suitable chunks for learning</p> <p>Deposit content in repository or other suitable location(s)</p>	<p>Assess the suitability of the content for the intended audience</p> <p>Determine and articulate what prior knowledge of the subject is required of the audience</p> <p>Maximise discoverability of open content by other practitioners' and audiences of learners</p>	<p>Identify how text-based materials can be best transformed into digital formats</p> <p>Manage multiple versions and version control</p> <p>Alter format of content to meet audience needs</p> <p>Recognise the need to refresh or withdraw open content at the end of its lifecycle</p>	<p>Design and apply open educational practices around open content in a taught context</p> <p>Articulate the level of personal engagement with a distributed, self-selected audience</p>