# A guide to Finding, Evaluating and Creating FOR Open Education Resources (OERs)

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This resource has been created by Deakin librarians for pre-service teachers. We want you to create, share and celebrate the excellent resources you create and be able to talk about the skills and knowledge that you hone along the way. We want you to:

* **Search like a Librarian** 
  + Know where to find open access primary and secondary history sources.
* **Evaluate like a historian** 
  + Apply historical thinking strategies to evaluate what you find.
* **Create and be resourceful like a teacher**
  + Choose appropriate sources for use/adapt for use with your students and be aware of a range of digital tools to create learning activities and that your students can use to express their knowledge.
  + Understand your copyright responsibilities, how you can ethically use the work of others and how you can create and license your own work under creative commons.
* **Appease your accreditation overlords** 
  + Be able to articulate how all of these new/polished skills and knowledge show your teaching proficiency against the AITSL standards (AKA appease the accreditation overlords)

## Search like a librarian

### Where am I and where do I need to be?

We recommend you start by:

* Reviewing the [Smartcopying Advice](https://smartcopying.edu.au/) especially the creative commons advice so you know what you can use, adapt and share.
* Thinking about what you want to teach!

Now let’s talk about how to get the primary and secondary historical sources to create your teaching resources.

### Finding the right stuff…

Finding the sources you need by knowing where and how to search is both an art and science; the more you do it, the easier it will become! A great place to start is:

* Identifying what you need (primary sources, secondary sources or perhaps both?), and...
* Considering where you can find it (we have you covered on some great places to look below, so read on...)

Identifying what you need (...and searching the primary and secondary sources)

Did you know you can reuse the searching skills you learnt at uni when finding information in the real world? How cool is that!

When you are looking for copyright compliant material to create your lessons, whether you are looking for [primary or secondary sources](https://deakin.libguides.com/primary-or-secondary-sources/about), always consider:

* What information you need and what you are looking for
* Where would be the best place to look
* What tips and tricks you can use to make your search as easy as possible!

### A quick reminder on how to plan your search

Before you jump into searching, you should brainstorm and plan so you can approach your search in a logical way to find the information you need in the quickest and most efficient way possible. Explore the below to refresh your knowledge on search planning!

### What does a Good Search Need? [H5P activity translated to text-based content]

#### Summarise – summarise your question or topic

This sounds obvious, but to begin searching you should be clear about the topic of your research. If this is for a student activity, take time to consider the level of your students.  So write down your summary and check that it's clear and focused. You might like to check out [these tips](https://www.deakin.edu.au/library/skills-for-study/search-tips-and-planning) for constructing and planning your search.

#### Keywords – Identify the keywords

Now highlight, underline or circle the keywords or main concepts in your summary. These words can help you build your search strategy and set parameters.

#### Add alternatives – Think of alternative search words for each concept

These can be synonyms, related words, abbreviations, acronyms and other words that are specific to your topic.

To discover synonyms, refer to a thesaurus (such as https://www.merriam-webster.com/thesaurus) and see what other words could be used.

#### Clever techniques – Be clever

Now you have a strong basis for your search, it doesn't stop there. Improve your [search strategy](https://www.deakin.edu.au/library/skills-for-study/search-tips-and-planning) using special characters and symbols to create clever search strings.

* H5P link: <https://deakin.h5p.com/content/1291776823255969789>

### Curious about where to find some Awesome Sources?

Check out the information below!

The Best Places to Find Teaching Support Resources ? [H5P activity translated to text-based content]

#### Primary Sources

Resources which provide original evidence or first-hand accounts. There are a number of places we can find primary sources, some require an account (free) and others are open access (also free, but you don't need an account)! Click the buttons below to explore your options!

##### Open Access and Free

**Google Arts and Culture**

* Profile: Google Arts and Culture is a great hub to find all kinds of 'neat stuff'!
* Pros: Free
* Cons: You need to look closely at the usage and copyright for content and may need to follow-up or visit the original source to see if you can use content responsibly.

**JSTOR**

* Profile: is a collection of academic journals, books, and primary sources.
* Pros: Free
* Cons: You need to look closely at the usage and copyright for content, not always at an appropriate reading level for students, does not have lots of Australian content.

**ARTSTOR**

* **Profile:** [ARTSTOR's public collections](https://library.artstor.org/#/home) includes many images and other content!
* **Pros**: Free, always growing, has some cool timelines!
* **Cons**: You need to look closely at the usage and copyright for content (not always obvious), does not have lots of Australian content.

**TROVE**

* Profile: It's our National Library. Search the library and other national cutural collections like the National Archives.
* **Pros**: Free, always growing
* **Cons**: You need to look closely at the usage and copyright for content (not always obvious), has lots of Australian content.

**Openverse**

* **Profile:** A search brought to you by the people who created Creative Commons licenses.
* **Pros**: Free,
* **Cons**: You need to look closely at the usage restrictions for content

##### Require an Account (but are still free)!

**State Libraries**

* Profile: All state libraries have a community membership option and lots of great resources
* State Libraries: [NSW](https://www.sl.nsw.gov.au/), [VIC](https://www.slv.vic.gov.au/), [WA](https://slwa.wa.gov.au/), [NT](https://lant.nt.gov.au/), [QLD](https://www.slq.qld.gov.au/), [TAS](https://www.libraries.tas.gov.au/Pages/Home.aspx)and the [National Library of Australia](https://www.nla.gov.au/)
* **Pros**: Free, you can share links to content with students, librarians are superheros and are always happy to help!
* **Cons**: Always check the licencing of resources, students have to register (free) to see shared link content.
* Note: personal memberships prohibit sharing copies of electronic resources like journal articles. You can use your membership at these libraries for your own research to support curriculum, for example you can give them a quote or a summary of what you’ve read, but you can’t share the journal articles with your students.

**Local Libraries**

* Profile: local libraries have a many great resources you can explore so don't forget to check out what your local library has in their collections (both physical and online)!
* **Pros**: Free, you can share links to content with students, librarians are superheros and are always happy to help!
* **Cons**: Always check the licencing of resources, students have to register (free) to see shared link content.

**School** **Libraries**

* Profile: your school may have it's own library, and its definitely worth investigating to see what is available (they may even have some relevant databases)!
* **Pros**: Free, staffed with professional librarians who are very knowledgeable and happy to help!
* **Cons**: Access may be varied.
* Note: not all institutions have specific school libraries, but it is always worth checking!

**Alumni Library Access**

* Profile: Most University Libraries offer alumni membership and access.
* **Pros**: Usually free, you can check out other universities to see if you can gain alumni access (or perhaps they have community membership options).
* **Cons**: Limited to cerntain collections, you always need to check resource licencing and use conditions.
* Note: personal memberships prohibit sharing copies of electronic resources like journal articles

**History Teachers Associations**

* Profile: Resources from History Teachers Associations are varied, but can be fantastic!
* **Pros**: resources can be specific and targeted, content may include workshops or professional development or resources for teaching! Some associations offer free content and networking opportunities with other teachers.
* **Cons**: Often require membership.
* Note: there may be other opportunities to network and share resources with other teachers e.g. potentially check for Facebook groups or seek other industry connections.

#### Secondary Sources

##### Open Access and Free

**Directory of Open Access Journals & Books**

* Profile: Collections of open access academic journals (DOAJ) and books (DOAB).
* Pros: Free. You can share with your students and colleagues. Excellent source of historical analysis.
* Cons: They are academic journal articles and books and so you will need to make sure they meet the needs of your students. Remember to check the licensing. Just because they are open, it does not mean you can create copies.

**MERLOT and other OER Collections**

* Profile: Just like you, they've made something great and shared it with the world.
* **Pros**: Free. You can use, remix, adapt and share.
* **Cons**: Many are written for university students. You will need to make sure they meet the needs of your students. Don't forget your critical evaluation skills.

**JSTOR**

* Profile: is a collection of academic journals, books, and primary sources.
* **Pros**: Free
* **Cons**: You need to look closely at the usage and copyright for content, not always at an appropriate reading level for students, does not have lots of Australian content.

**Other noble mentions**

* [World History Encyclopedia](https://www.worldhistory.org/)
* [Unpaywall](https://unpaywall.org/)
* [Wikipedia](https://www.wikipedia.org/)
* Note: Wikipedia actually has some fantastic (and clearly written) content, but is up to you to follow the citation trail (and the usage or copyright information) to determine (evaluate) whether the sources are fit for use!

##### Require an Account (but are still free)!

**State Libraries**

* Profile: All state libraries have a community membership option and lots of great resources
* State Libraries: [NSW](https://www.sl.nsw.gov.au/), [VIC](https://www.slv.vic.gov.au/), [WA](https://slwa.wa.gov.au/), [NT](https://lant.nt.gov.au/), [QLD](https://www.slq.qld.gov.au/), [TAS](https://www.libraries.tas.gov.au/Pages/Home.aspx)and the [National Library of Australia](https://www.nla.gov.au/)
* **Pros**: Free, you can share links to content with students, librarians are superheros and are always happy to help!
* **Cons**: Always check the licencing of resources, students have to register (free) to see shared link content.
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* **Cons**: Often require membership.
* Note: there may be other opportunities to network and share resources with other teachers e.g. potentially check for Facebook groups or seek other industry connections.
* H5P link: <https://deakin.h5p.com/content/1291776592266752909>

## Evaluate like a historian

Historical source evaluation is applicable to Open Education Resources (OER) too. We know you can ask and answer difficult historical questions and use historical ways of thinking to evaluate sources. Now you can apply those same ways of thinking and questioning to evaluate the sources of information you will use with your students.

### Comparison and evaluation.

Finding, choosing, comparing, evaluating, and adapting are all great adjectives. They are also necessary steps in creating learning activities and content for your students.

To choose appropriate secondary sources for your students you need to combine your:

* historical source evaluation skills
* what you know about creative commons, copyright & attribution
* your knowledge of your students and how they learn

For example, this is a guide the Deakin University Library team created to get students to [evaluate primary and secondary sources](https://deakin.libguides.com/c.php?g=926116&p=6689438). In the spirit of creating and sharing great OER content, let's think about what makes a good OER. There are heaps of checklists to get you started including:

* a [Deakin version](https://deakin.libguides.com/c.php?g=920624&p=6642599)
* And this [great flowchart and list of evaluation lists from NSU Florida](https://nsufl.libguides.com/oer/evaluate)

### Let's compare the pair [H5P activity translated to text-based content]

Open these two Open Education Resources (OER). [World Civilisation](https://courses.lumenlearning.com/suny-hccc-worldcivilization/) and [World History: Culture, States and Societies to 1500.](https://web.ung.edu/media/university-press/World%20History%20Textbook-082817.pdf?t=1510261063109) Consider how these vary in their features. We have summarised our thoughts below, but what do you think?

**Word History: Cultures, States and Societies to 1500**

* Images are attributed
* Easily identified authors
* Key terms are defined
* Easy to find usage license

**World Civilisation**

* Appropriate reading level
* Book is easy to navigate
* H5P link: <https://deakin.h5p.com/content/1291783585330192569>

## Create resources like a teacher

### Lots to think about and remember?

All teachers are creative and resourceful. We've used H5P to create activities to check your understanding of where you can find content that you can reuse and adapt; and how you can reuse and adapt that content in your own creations.

[H5P](https://h5p.org/) is free and open source. That means you can use this in your teaching now and in the future without needing to pay for a subscription. You can use it to create learning activities and get your students creating too.

### How do I remember all of this?

Social bookmarking tools are a great way of organising and sharing these resources.

Here's some options

* [Listly](https://list.ly/)
* [Pocket](https://getpocket.com/)
* [Pearltrees](https://www.pearltrees.com/)
* [Wakelet](https://wakelet.com/)
* [Instapaper](https://www.instapaper.com/)
* [Diigo](https://www.diigo.com/)

### What do you want to create?

Don't be limited to this list, but we have some guides to get you started...

* [Creating a video](https://deakin.libguides.com/making_a_video/home)
* [Creating an infographic](https://deakin.libguides.com/creating-infographics)
* [Creating a portfolio](https://deakin.libguides.com/creating-portfolios)
* Creating something NEW!

Here’s list of other great digital tools you can use in [Padlet Stream form](https://padlet.com/lgrbin1/yciwheut0axygce7). Feel free to add new tools and comment on the exiting tools.

Remember, if you are making a new resource, check to see

1. If you have the right to reuse/copy that content.
2. How you are allowed to use what you make on that platform

### Let's pretend with a scenario [H5P activity translated to text-based content]

Let's review what you have covered by exploring a scenario together.

NOTE: This activity has links to content that includes images and voices of deceased people. Please be culturally sensitive in your OER creations.

#### This is Bo

Bo is teaching Australian History.

Bo wants the students to gather a range of sources about the establishment and significance of the Aboriginal Tent Embassy to make a revision activity. Bo wants to see what’s out there before assigning the task to students. Consider where Bo could start:

* Google Scholar – Good for secondary academic sources
* Google – OK, but there are better options
* TROVE – Trove from the National Library of Australia is a great place to search for Australian Content
* JSTOR – JSTOR is great for international content, not so great for Australian content

Bo decides to search Google Scholar for “tent embassy” and finds this article.

[Campbell, T. (2019). “Ours will be a tent”: The meaning and symbolism of the early Aboriginal tent embassy. ANU Historical Journal II, (1), 57–71.](https://search.informit.org/doi/abs/10.3316/informit.263023040907203)

Bo then Googles "tent embassy" and finds these two pages:

* [Tent Embassy Formed: Deadly Story](https://www.deadlystory.com/page/culture/history/Tent_Embassy_formed)
* [Defining moments: Aboriginal Tent Embassy. National Museum of Australia.](https://www.nma.gov.au/defining-moments/resources/aboriginal-tent-embassy)

Bo wants to give the students a secondary source to get them thinking.

Which would you recommend?

* [Campbell, T. (2019). “Ours will be a tent”: The meaning and symbolism of the early Aboriginal tent embassy. ANU Historical Journal II, (1), 57–71.](https://search.informit.org/doi/abs/10.3316/informit.263023040907203)
* [Tent Embassy Formed: Deadly Story](https://www.deadlystory.com/page/culture/history/Tent_Embassy_formed)
* [Defining moments: Aboriginal Tent Embassy. National Museum of Australia.](https://www.nma.gov.au/defining-moments/resources/aboriginal-tent-embassy)

All three are freely available for you to link to. What evaluation criteria was most influential in making your choice? There is no right or wrong answer for this one, only evaluation and choice.

Bo is in class with the students...

One of the students is looking for photos of the tent embassy to use in their revision activity.They like this image from the Deadly Story website

* Image: First day of the Aboriginal Tent Embassy, outside Parliament House, Canberra, 27 January 1972. Left to right: Billy Craigie, Bert Williams, Michael Anderson and Tony Coorey. Image courtesy [*The Tribune / SEARCH Foundation*](https://digital.sl.nsw.gov.au/delivery/DeliveryManagerServlet?embedded=true&toolbar=false&dps_pid=FL654379).
* and they have found [this image](https://trove.nla.gov.au/work/231082242?keyword=%22tent%20embassy%22&l-decade=197%20%C2%A0) on Trove.

Consider which photos Bo and their students could make a copy of and use in an OER history revision activity (then check the answers below):

* Option 1 (Image from the Deadly Story Website) – Following the hyperlink in the image attribution on the Deadly Story website led you back to the original source at the State Library of NSW. Their record has clear copyright and reuse info that states you can reuse it under a Creative Commons Attribution 4.0 BY license
* Option 2 (image they found on TROVE) - It's unclear, you will need to do more digging or ask someone from the National Archives.

How else could Bo and the students include the images? Consider the ways BO and their students could include the images if the terms are unclear (then check the answers below):

* Link to the original - Linking to the original legal copy is a great solution. You are pointing to the original, not making & sharing your own copy.
* Don’t care, Ill use it anyway – not recommended, maybe make a more legal and ethical choice.
* Go digging for copyright details on the site or ask for help - Great idea. Especially if it's from a library.
* Not releasing it as an OER but just using and sharing it within the school - It's not in the spirit of creating Open Education Resources, but it is a solution to the copyright problem. Make sure you follow the advice on the SmartCopying website.

Final Step - Making something...Bo wants the students to make the revision activity in a fun format. There are lots of options for making engaging digital activities!

**TIP:** Don't forget your copyright, licensing and attribution responsibilities.

* H5P link: <https://deakin.h5p.com/content/1291776643596565109>

## Appease the accreditation overlords

### AITSL standards and spruiking your skills

You've got some new/expanded skills and knowledge to add to your teaching repertoire. Now you can start translating it all into evidence of your ability to source, synthesise and share your superb revision activities.

We've got this guide on [Creating Portfolios](https://deakin.libguides.com/creating-portfolios) that provides advice on choosing and writing about artifacts and evidencing your ability to teach, but you need to be able to link what you are learning to the [AITSL standards](https://www.aitsl.edu.au/standards/graduate) for accreditation. It's always good to have a range of examples for each, both for accreditation and applying for teaching positions to demonstrate the breadth of your skills and knowledge.

How you write about the skills is up to you, but we've made a matching activity of where we think these skills and knowledges fit to help get you thinking about how you may impress the accreditation overlords in your state.

### To get you thinking about the AITSL Standards, see what you think about the below statements [H5P activity translated to text-based content]

* I know where to find open access primary and secondary sources and I can apply historical thinking strategies to evaluate what I find
  + 2.1 Content and teaching strategies of the teaching area
* I can choose appropriate sources for use/adapt for use with my students.
  + 2.2 Content selection and organisation
* I am aware of a range of digital tools that my students can use to express their knowledge.
  + 2.6 Information and Communication Technology
* I can guide students to appropriate online sources to explore and gather historical evidence.
  + 3.4 Select and use resources
* I understand my copyright responsibilities, how I can ethically use the work of others and how I can create and license my own work under creative commons.
  + 4.5 Use ICT safely, responsibly and ethically.
* H5p Link: <https://deakin.h5p.com/content/1291667968613191599>

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