Indicators of Success: Elements of a Monitoring and Measurement Strategy for the OER Recommendation

Alexis Carr
March 2, 2020
Capacity

- Initial and continual professional development courses include modules on using OER. These courses are open for teachers, instructors and librarians.

- Share of teachers (in the respective educational sectors) who have received OER training within the last two years

- Has training led to improved capacity? How can this be measured?

- Does improved capacity lead to change in practice?
Policy

• Regulations on the use of learning materials in educational settings make specific reference to OER and open licensing.

• Share of public contracts for learning materials requiring an open license.

• Are regulations being implemented and followed in practice? How do we know?
Quality, equity and inclusion

- Number / share of OER contained in national platforms, accessible in national language(s)
- Quality assurance procedures specifically mention OER and have been adapted to their properties

- Are QA procedures improving the quality of OER?
- Is availability leading to increased use? By whom?
- Does quality lead to improved learning outcomes? For whom?
Sustainable models

- Procedures exist to reward teachers and instructors for OER-based learning materials through time off or payment for this work.

- Number of research studies investigating the impact of OER on teaching and learning practices

- Are requirements and incentivization mechanisms effective? How would we know?

- Are research studies and evidence being used for advocacy? Is this advocacy effective? How would we know?
Mechanisms for Tracking Progress

• What systems are required to collect data on these indicators?
• Are there existing platforms or systems in place?
• Can new technologies and innovations be leveraged, i.e. Blockchain?
• How can we encourage reporting and make the process easier for partners?