

## GOALS

The goal of this project is to design Open Educational Resources (OER), which can be used in the admissions processes for the life sciences & STEM fields, but which are also useful for teaching.

In addition to support services for educators, the accessibility of these materials should be secured for all university educators and education in Austria. The project will implement an exemplary portal for experts, through which educators can import and make public the most diverse of learning tools according to the owner principle with a Creative Commons Licence and OER quality assurance. These materials are available for further use in self-education and teaching, and contribute to quality enhancement in teaching and education.

## PROJECT PARTNER UNIVERSITIES:

University of Vienna (sole responsibility), Graz University of Technology, University of Graz, University of Innsbruck, as well as cooperating members of the University of Applied Sciences Vienna.

**LIBRARY SERVICES** as a central, existing infrastructure are based, in particular, on metadata for the optimal retrievability in the internet (information to aspects of single learning objects, i.e. authors, date, discipline and licence), dealings with multiple-use learning objects in diverse formats, as well as secured release mechanisms. Additional legal services provide legal security for educators (copyright law, data protection) and include the responsibility for queries, examinations, and securing of experts for specific legal questions.

## CONTACT

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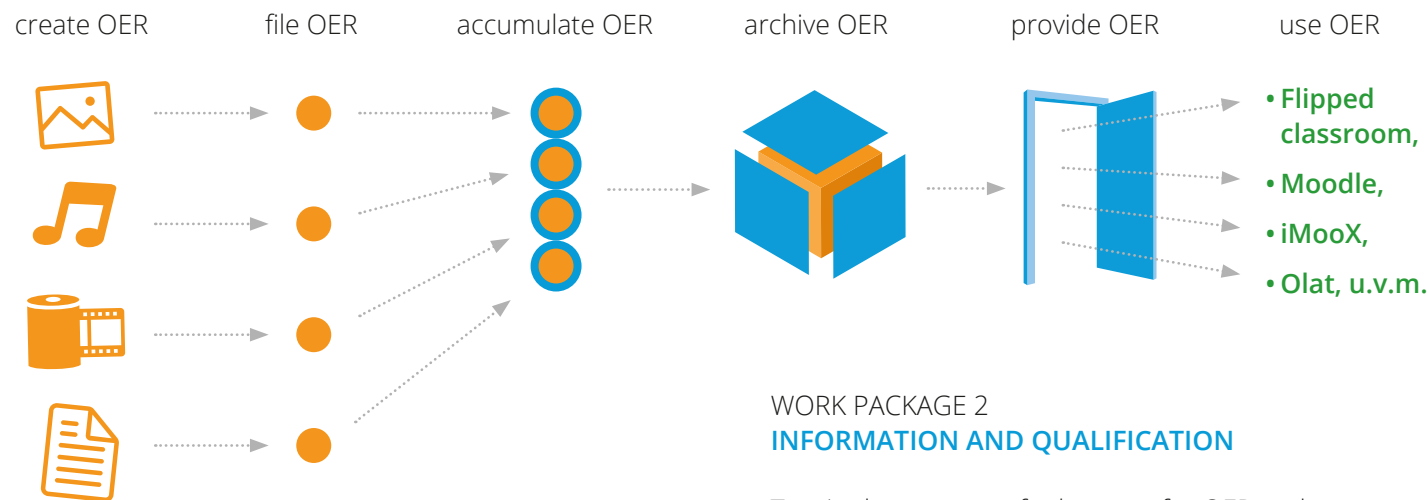
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# open education austria

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**WORK PACKAGE 1**  
**OER EXPERT PORTAL LIFE SCIENCES & STEM:**  
**Content development (2016-2018)**

Bundled OER services support educators, starting with existing teaching and educational material meant for the application process, and furthermore, via didacticized OER materials for acceptance into the life sciences and STEM fields of study. Based on the guidelines illustrated in appendixes 2 and 3, media-didactic, library, legal and technical services could be made available to interested educators. In addition, qualified e-tutors, with their technical and media-didactic support, would be available to support educators and help them develop and implement OER content.

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**WORK PACKAGE 2**  
**INFORMATION AND QUALIFICATION**

To win the support of educators for OER, web-based information will be provided which explains the OER and its value, includes expert interviews and stakeholder statements, and is available with a Creative Commons licence as a Massive Open Online Course (MOOC) after the project has ended.

To qualify university educators for the establishment of OER, a set of OER guidelines will be developed for a target audience. These guidelines will be based on an examination of needs in the fields of life sciences and STEM (at the beginning of the project) and can further serve as a foundation for the distribution of OER-competencies in the form of workshops. These on-site workshops will be held in combination with the MOOC, according to the flipped classroom principle.

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**WORK PACKAGE 3**  
**OER INFRASTRUCTURE: Development**

The technical infrastructure is conceptionally and technically based on e-Infrastructures Austria (see [www.e-infrastructures.at](http://www.e-infrastructures.at)) under the direction of the University of Vienna, and should allow educators to archive, license, versionize and, to a limited extent (i.e. within a University) or unlimited extent, make content available to the general public, according to the ownership principle. The expert portal will be specified together with project partners, and the implementation will provide the foundation for further portals in other fields of study. The basis for the expert portal is a workflow from the development of teaching materials, the transfer to an archive system, long-term archivation, all the way to continued use.

The goal is to establish an expert portal which connects existing systems in the e-learning (MOOC platforms, study platforms, CMS) and archivation sectors, so that field-specific content can be found, selected and, for example, reassembled into new methods of learning. Programming will follow the principle of agile software development. Through strong use of Moodle as an LMS by project partners, the focus on creation of new interfaces will apply mostly to the interface between the expert portal and Moodle.

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