IPER

ICT to promote Cultural Heritage

DELIVERABLE DESCRIPTION

GUIDELINES FOR

E-LEARNING TRAINING MODULES

OER PILOT TEST

What is an OER?[1]

Open Educational Resources, or OER, offer opportunities for systemic change in teaching and learning through accessible content, and importantly, through teacher-led knowledge sharing processes. By developing structures for sharing, the aim for OER is to bring participants into a more fair and level playing field for learning.

OER Commons is helping transform how teachers view their roles in collaborating around the development and improvement of educational materials from kindergarten through universities. Teachers are participating in workshops that use OER Commons as a resource for building new curriculum. Many are energized when they find they can download resources for free, modify them however they like, and write reviews and comments about what works best—so other teachers can benefit from their expertise. Through OER Commons, sustainable and innovative approaches to learning are shifting the nature of education as we know it.

What is a Pilot Test?[2]

In the field of training and education, a pilot is a "user test" of the online course before it is fully launched. It is an opportunity to "test out" the course with a smaller group of users to gather information on the technology, directions, content, activities and the whole User Experience so that any problems can be fixed before the course is fully launched.

There are several reasons to pilot the online course:

- piloting has a formative function, informing designers about what design and navigation elements work well, work poorly, or do not work, so they can be fixed;

- piloting serves as an early warning system about the technology, in order to understand if the online platform is appropriated and if it facilitates the learning process;

- piloting also serves as an early warning system about the educational aspects of the course, such as content, activities, assessment test, etc.

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[1] https://www.iskme.org/our-work/oer-commons
[2] https://elearningindustry.com/pilot-your-online-course-things-consider

How to conduct the Pilot Test?

A Pilot Test will be held in all the countries, and will be structured as follows:

a. Partners will organize a one-day training session with the beta version of the training materials. Participants in the Pilot Test will be the direct beneficiaries selected by Partners. During this session will be presented:
    - The Erasmus+ Programme;
    - Project aims and objectives;
    - Case studies;
    - Other Open Educational Resources (OER).

b. Each user will receive username and password to access the platform and they will be able to contact a tutor by email or through the e-learning platform.

c. After this training session, the direct beneficiaries will have the possibility of further testing the training materials during two weeks by accessing the e-learning platform of the project webpage, where the beta version of the course will be at their full disposal.

Evaluation of the Pilot Test

The direct beneficiaries will then fill in and submit an Evaluation Questionnaire, which is designed by CCIS, following OER Online Evaluation Tool[3] developed by the Institute for the Study of Knowledge Management in Education (ISKME).

Each rubric in the questionnaire refers to a specific aspect of the training course. These rubrics are typically used to rate the potential, not actual, effectiveness of a particular object in a learning environment. An object could include images, applets, lessons, units, assessments and more.

For each rubric of the questionnaire, direct beneficiaries have to indicate how much they agree with them, following five scores that describe levels of potential quality, usefulness, or alignment to standards:

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[3] https://www.achieve.org/publications/achieve-oer-rubrics This work is licensed under the Creative Commons Attribution 3.0 Unported License. To view a copy of this license, visit http://creativecommons.org/licenses/by/3.0/

3: Superior

2: Strong

1: Limited

0: Very Weak / None

N/A: Rubric Not Applicable

The following rubrics are included:

Rubric I. **Degree of Alignment to Standards**

This rubric is applied to learning objects that have suggested alignments to standards. It is used to rate the degree to which an individual object actually aligns to each proposed standard. There are two major aspects of standards that are vital to a meaningful alignment review: content and performance expectations. It is important that the content addressed in the object matches the content addressed in each proposed standard. Evaluating the alignment of the performances required in both the object and the standard is equally essential and should be considered along with the content.

Rubric II. **Quality of Explanation of the Subject Matter**

This rubric is applied to objects designed to explain subject matter. It is used to rate how thoroughly the subject matter is explained or otherwise revealed in the object.

Rubric III. **Quality of Assessment**

This rubric is applied to those objects designed to determine what a student knows before, during, or after a topic is taught.

Rubric IV. **Quality of Technological Interactivity**

This rubric is used to rate the degree and quality of the interactivity of the technology-based component. "Interactivity" is used broadly to mean that the object responds to the user, in other words, it behaves differently based on what the user does. This is not a rating for technology in general, but for technological interactivity. The rubric does not apply to interaction between students, but rather to how the technology responds to the individual user.

Rubric V. **Opportunities for Deeper Learning**

This rubric is applied to objects designed to engage learners in at least one of the following deeper learning skills, which can be applied across all content areas:

- Think critically and solve complex problems.
- Work collaboratively.
- Communicate effectively.
- Learn how to learn.
- Reason abstractly.
- Construct viable arguments and critique the reasoning of others.
- Apply discrete knowledge and skills to real-world situations.
- Construct, use, or analyze models.

Rubric VI. **Assurance of Accessibility**

This rubric is used to assure materials are accessible to all students, including students identified as blind, visually impaired or print disabled. Accessibility is critically important for all learners and should be considered in the design of all online materials. Identification of certain characteristics will assist in determining if materials will be fully accessible for all students. The Assurance of Accessibility Standards Rubric does not ask reviewers to make a judgment on the degree of object quality. Instead, it requests that a determination (yes/no).

Report on Learning Assessment Results

Once all the foreseen 25 pilot users complete the evaluation questionnaire through Google Form, the feedback results will be gathered in a summary report by BTS. According to the results of this report, BTS with the support of all the partners will optimize the beta version of the training materials in order to obtain the final version of the e-learning platform that will be then ready for the transfer to the final target group.