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| --- | --- | --- | --- | --- | --- | --- |
| Identify  SCONUL 7 Pillars through an Open Content ‘lens’ | Scope | Plan | Gather | Evaluate | Manage | **Learning Services Colour**Present |
| **Understands:** | **Understands:** | **Understands:** | **Understands:** | **Understands:** | **Understands:** | **Understands:** |
| **Concept** of ‘openness’ in relation to educational resources and practices  **That new open** content is constantly being produced  **The benefits** to be gained from creating, sharing and reusing content  **Impact** of local policy, infrastructure and support in creating a culture of sharing and openness  **How to assess** whether using open content or making your own content open will meet your needs | **What** material can and should be shared  **The issues** of IPR/copyright status and Creative Commons licenses in relation to re-use  **The characteristics** of different types of open content and how these may affect where they are published or aggregated  **Who** else must be involved in locating and/or developing content  **Where specialist** services and support can be found | **Where** to locate and publish suitable content  **How to search** for content which is available for use/re-use  **The differences** between different platforms where open content is located, recognising advantages and limitations | **Where** to locate content for share/re-use  **The limitations** of libraries in providing access to digital OER content  **What** makes content accessible  **The importance** of folksonomies in locating open content  **The importance** of source files e.g. SWF in enabling reuse/remixing of content | **Issues of quality**, relevance, accessibility and format  **How to assess impact** and discoverability of open content | **Principles** of designing for reuse  **The content lifecycle** and the passage of time on digital content  **Interoperability** and open standards for use and reuse  **The importance** of timing of availability for maximum impact | **The needs** of the intended audience; their unique situated characteristics  **Pedagogic approaches** to the structure, activity and context for delivery of open content  **The audience** for open content is distributed and self-selecting |
| **Is able to:** | **Is able to:** | **Is able to:** | **Is able to:** | **Is able to:** | **Is able to:** | **Is able to:** |
| **Recognise** decision to make one’s content open may involve others as well as self  **Recognise** a need for new skills in locating, creating, reusing, sharing content and identify the skills gap  **Assess** how open content could enhance the learner experience | I**dentify** material suitable for intended audience  **Articulate** reasons for using and making content open  **Assess** when content should not be made open  **Identify** platforms and search tools for locating good quality digital content | **Use external** sources e.g. Jorum; YouTube etc to extend discovery  **Identify appropriate** search techniques to use as necessary  **Assign** rights to any new or remixed content | **Apply** metadata tags to add value to content  **Organise** content into suitable chunks for learning  **Deposit content** in repository or other suitable location(s) | **Assess** the suitability of the content for the intended audience  **Determine** and articulate what prior knowledge of the subject is required of the audience  **Maximise** discoverability of open content by other practitioners’ and audiences of learners | **Identify** how text-based materials can be best transformed into digital formats  **Manage** multiple versions and version control  **Alter format** of content to meet audience needs  **Recognise the need** to refresh or withdraw open content at the end of its lifecycle | **Design** and apply open educational practices around open content in a taught context  **Articulate the level of** personal engagement with a distributed, self-selected audience |