



Open Educational Resources: What are they for?

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Plan

01

Basic concepts

Definition, permissions, open licenses, attribution, and searchability

02

OER and the Sustainable Development Goals

Inclusion and accessibility

03

Advantages and challenges

Teachers, students, organizations

04

Projects supporting OER

DigiUni: Digital University — Open Ukrainian Initiative



01. Basic concepts

Open Educational Resources



A teaching, learning, or research resource that is offered freely to users in at least one form and that either resides in the public domain or has been released under an open copyright license that allows for its free use, reuse, modification, and sharing with attribution

Scholarly Publishing and Academic Resources Coalition. (2021). OER state policy playbook.
<https://sparcopen.org/our-work/oer-state-policy-playbook/>

What is allowed? 5 R

Retain

the right to download,
copy, store, archive

Reuse

the right to use the content in
its original format in various
ways

Redistribute

the right to share the work
with others (for example, to
give a copy to a friend or
publish it on the Internet)

Revise

the right to adapt,
modify, translate

Remix

the right to combine the
material with other resources
to create a new work (for
example, to include the
material in a mashup)

Open licenses for OER



A tool through which authors can grant third parties permission to use their work with the restrictions set out in the license, as well as demonstrate the granting of certain usage rights, is a **Creative Commons (CC) license**. These are standardized, legal licenses that allow creators to grant public permission to use their work under specific conditions, enabling sharing, adaptation, and remixing while still retaining copyright.



Attribution

BY: the author should be indicated



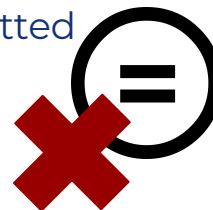
NonCommercial

NC: only non-commercial use of the work is permitted



ShareAlike

SA: adaptations are distributed under the same conditions



NoDerivatives

ND: no derivatives, adaptations of the work are prohibited

OER attribution and searchability

Attribution: using the “TASL+A” approach
(title, author, source, license, link, modification)

Three “Layers” of license:

Legal text that is required to give licenses legal legitimacy.

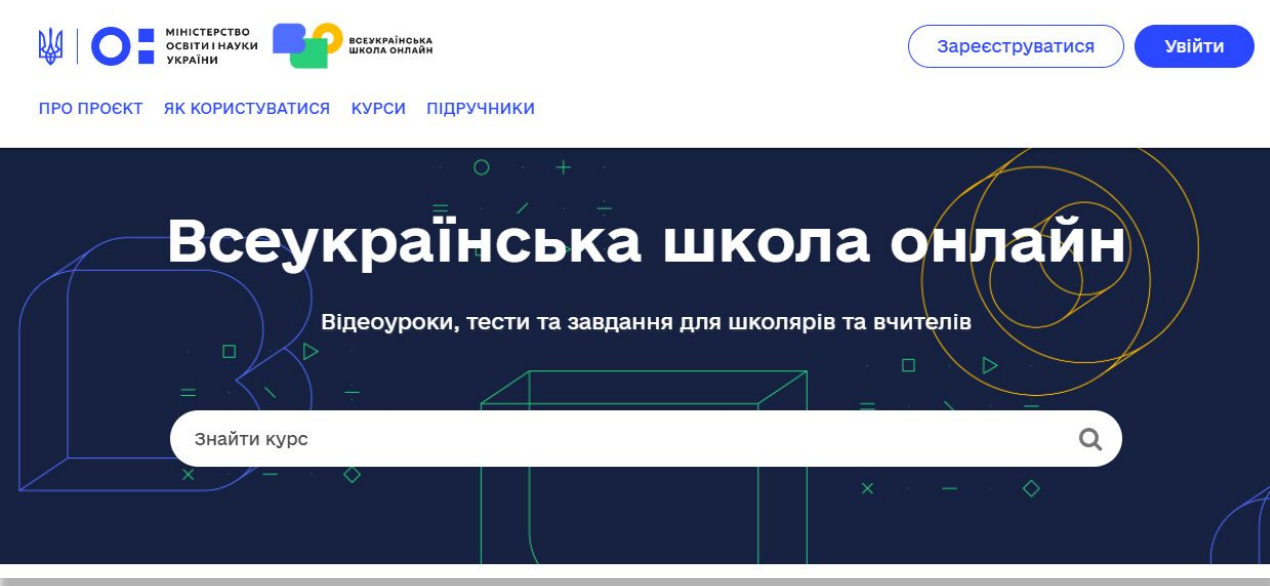
General explanations. These are written in plain language and are excerpts from the legal text.

A machine-readable format for licensed objects that allows search engines to search for a specific license.



Image: [Three Layers of License \(png\)](#), Copyright 2011. Nathan Yergler, Alex Roberts. Licensed to the public under [CC BY 3.0 \(CC Downloads\)](#)

What an OER is and what it is not



Not OER resources

- are not accompanied by an open license,
 - are under full copyright,
 - restrict modification and redistribution.
-
- Most materials that require a fee for access
 - Library subscription databases
 - Resources that are freely accessible online but are still under standard copyright



02. OER and the Sustainable Development Goals

10 рекомендацій урядам (UNESCO)

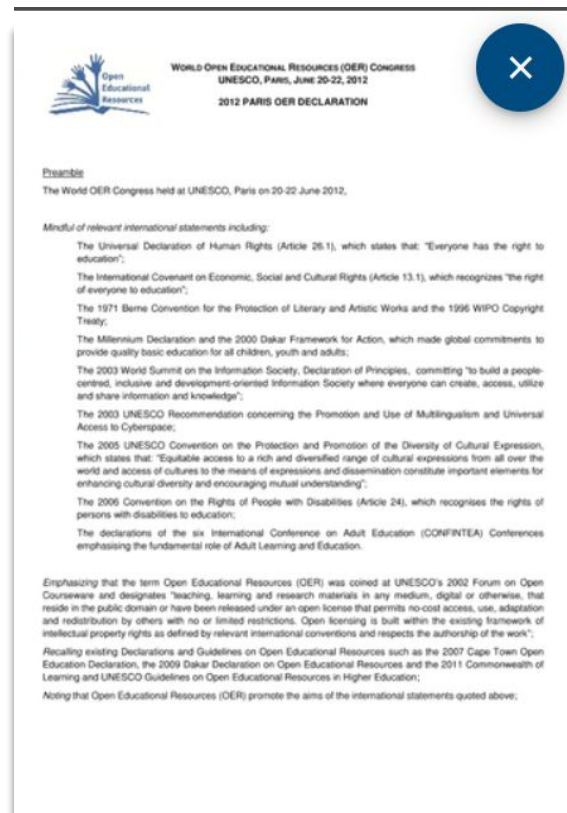
Foster awareness and use of OER

Promote and use OER to widen access to education at all levels, both formal and non-formal, in a perspective of lifelong learning, thus contributing to social inclusion, gender equity and special needs education. Improve both cost-efficiency and quality of teaching and learning outcomes through greater use of OER.

Addressing inequalities

- providing quality education for all
- promoting lifelong learning opportunities for all

World Open Educational Resources (OER) Congress & UNESCO. (2012). 2012 Paris OER Declaration, 1–5. <https://unesdoc.unesco.org/ark:/48223/pf0000246687>



03. Advantages and challenges

Stakeholders

Students

Cost reduction (courses, textbooks)

Involvement (co-authorship: creation of materials, digital exhibitions, short translations, development of tasks ect)

Teachers

Creation and publication of experimental materials (subject to funding, time, support)

Innovation in digital teaching and creativity

Networking (collaboration with administrative departments and colleagues from other educational institutions)

Universities

The Third Mission of the University

Internal Dialogue

Cost Reduction (Long-Term)

Partnerships Between Institutions

Effective strategies and challenges

Strategies

- Grants to faculty (integrating OER into courses, adapting or remixing textbooks, creating new OER)
- Academic policies
- Grants for digital learning units (ICT)
- Infrastructure (appropriate)
- Inter-institutional partnerships and alliances
- OER as an achievement

Challenges

- Identifying high-quality and relevant OER
- Additional resources for creating OER
- Raising awareness, copyright issues, CC licensing
- Labor intensity of projects (underestimating technical and organizational difficulties)
- Assessment, accreditation

04. OER Projects. DigiUni

Among the goals:

Creation and opening of the all-Ukrainian digital educational environment
— Digital Platform (DigiPlatform) + Repository of educational materials

- 100 courses in various fields of knowledge
- 20 MVOKs
- 30 microlearning modules

Challenges:

- use of tools for automatic licensing and tracking (enabling the use of electronic tags — XML labels)
- development of awareness about the creation of OER

Experience of DigiUni partners

Leibniz University of Hannover (LUH) and Leibniz Information Center for Science and Technology (TIB)

TIB AV-Portal [<https://av.tib.eu>]

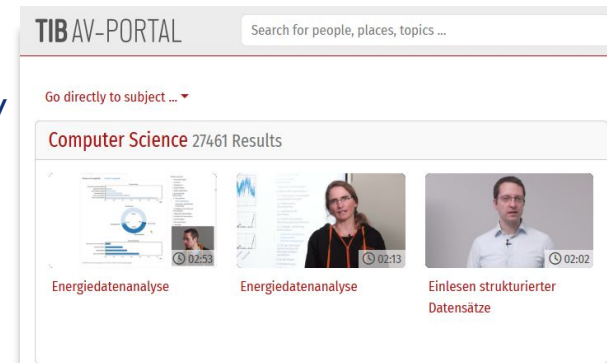
- 45-47 thousand videos in the field of science and technology (hosting and long-term archiving of videos and related materials)
- DOI registration for permanent citation
- license and rights consultation
- automated video analysis and semantic data recognition
- content selection and moderation of video series

Twillo [<https://www.twillo.de>]

- OER repository of the universities of Lower Saxony
- competence and best practice center

OERSI [<https://oersi.org/resources>]

- search service
- open educational resource index
- provides access to 86 thousand OER



Thank you for your time and attention!

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Credits: [Flaticon](#), [Slidesgo](#)



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