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Breaking knowledge barrieres on high quality Open Educational Resources by conducting a scoping review research

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Agenda

Scoping Study

Research process
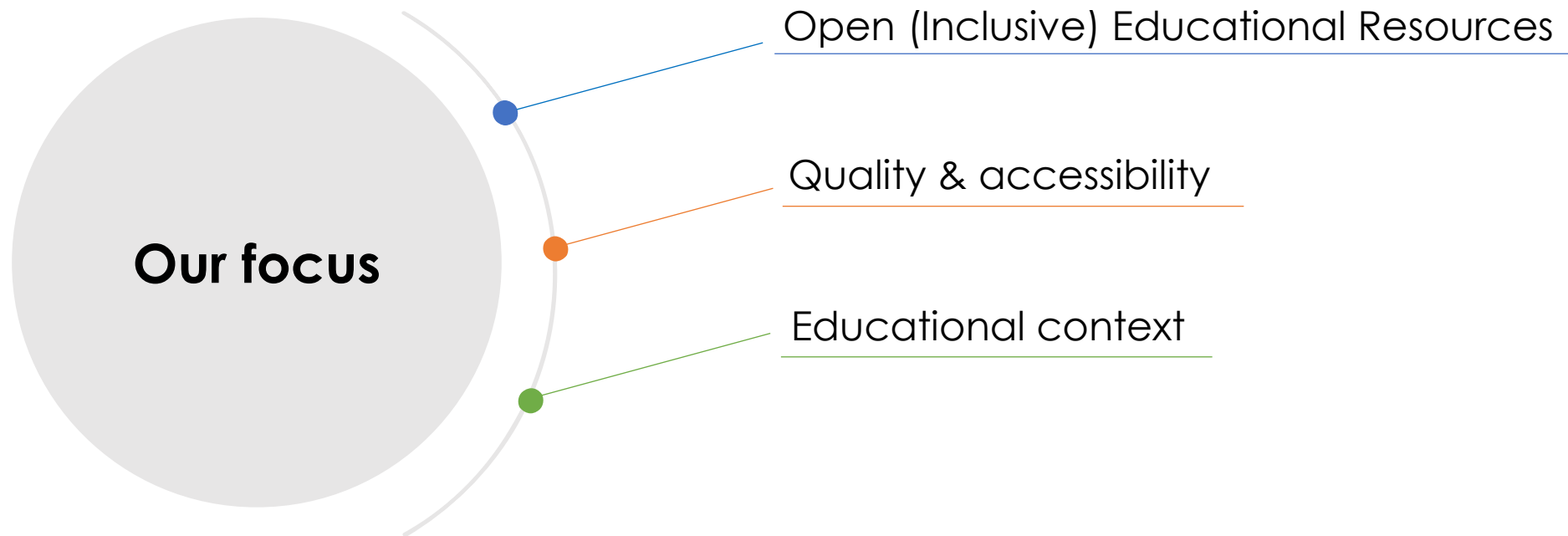
First results

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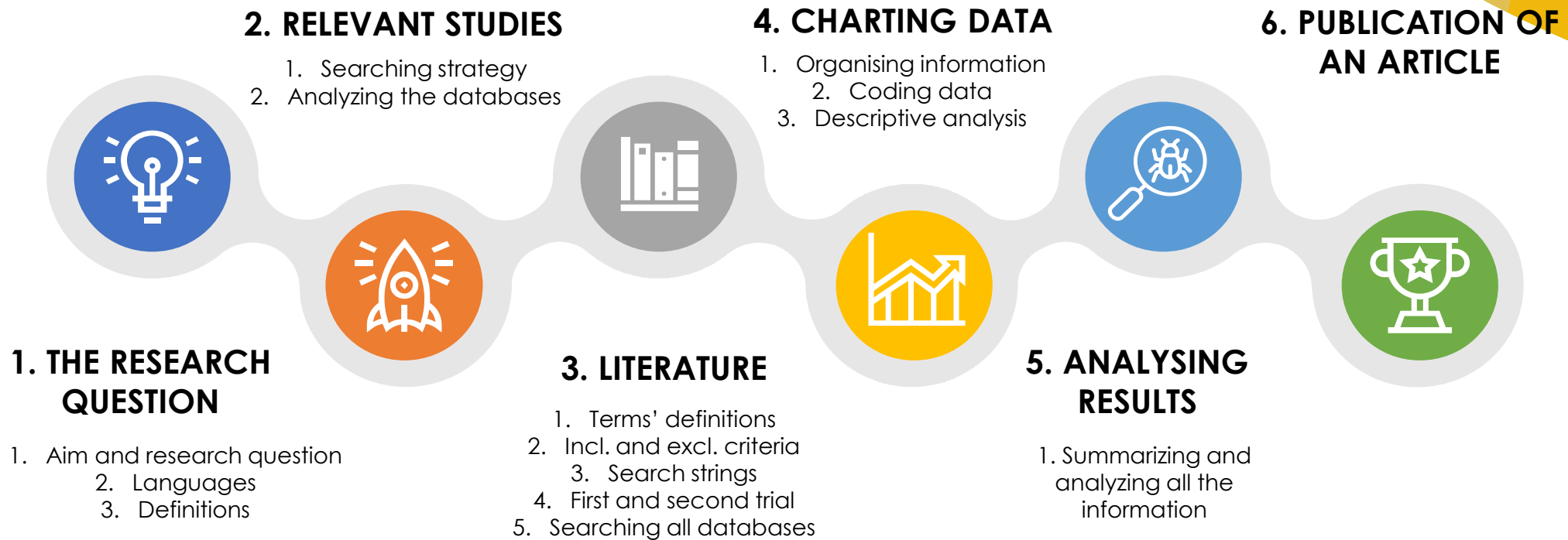für Inklusive Bildung

Scoping Review

- instrument to review existing literature

- more open and provide more orientation in a broader research area

- no quality assessment of the studies required

- Aim: presenting and describing currently available scientific data

(Arksey & O`Malley, 2005; Elm et al., 2019)

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Research interest

Our focus

Open (Inclusive) Educational Resources

Quality & accessibility

Educational context

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Research plan

2. RELEVANT STUDIES
1. Searching strategy
2. Analyzing the databases

4. CHARTING DATA
1. Organising information
2. Coding data
3. Descriptive analysis

6. PUBLICATION OF AN ARTICLE

1. THE RESEARCH QUESTION
1. Aim and research question
2. Languages
3. Definitions

3. LITERATURE
1. Terms' definitions
2. Incl. and excl. criteria
3. Search strings
4. First and second trial
5. Searching all databases

5. ANALYSING RESULTS
1. Summarizing and analyzing all the information

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1. The Research Question

Aim	Summarizing and disseminating research findings to identify gaps in the existing literature (Arksey & O`Malley, 2005)
Main research question	Which methods and tools are used to guide the development of high-quality OER?
	Which methods and tools are used to assess the quality of OER?
Further research questions	How relevant is inclusion in this context (OIER) in terms of a) accessibility and b) inclusive teaching?
	How are the perspectives of accessibility and inclusion considered in the context of high-quality OER?

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1. The Research Question

English	German	Spanish
1	2	3

- Formulating working definitions for:

  - Open Educational Resources (OER)

  - accessibility

  - Universal design

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2. Relevant Studies

- Searching Strategy:

  - Selecting databases to search

- Analysis of the databases:

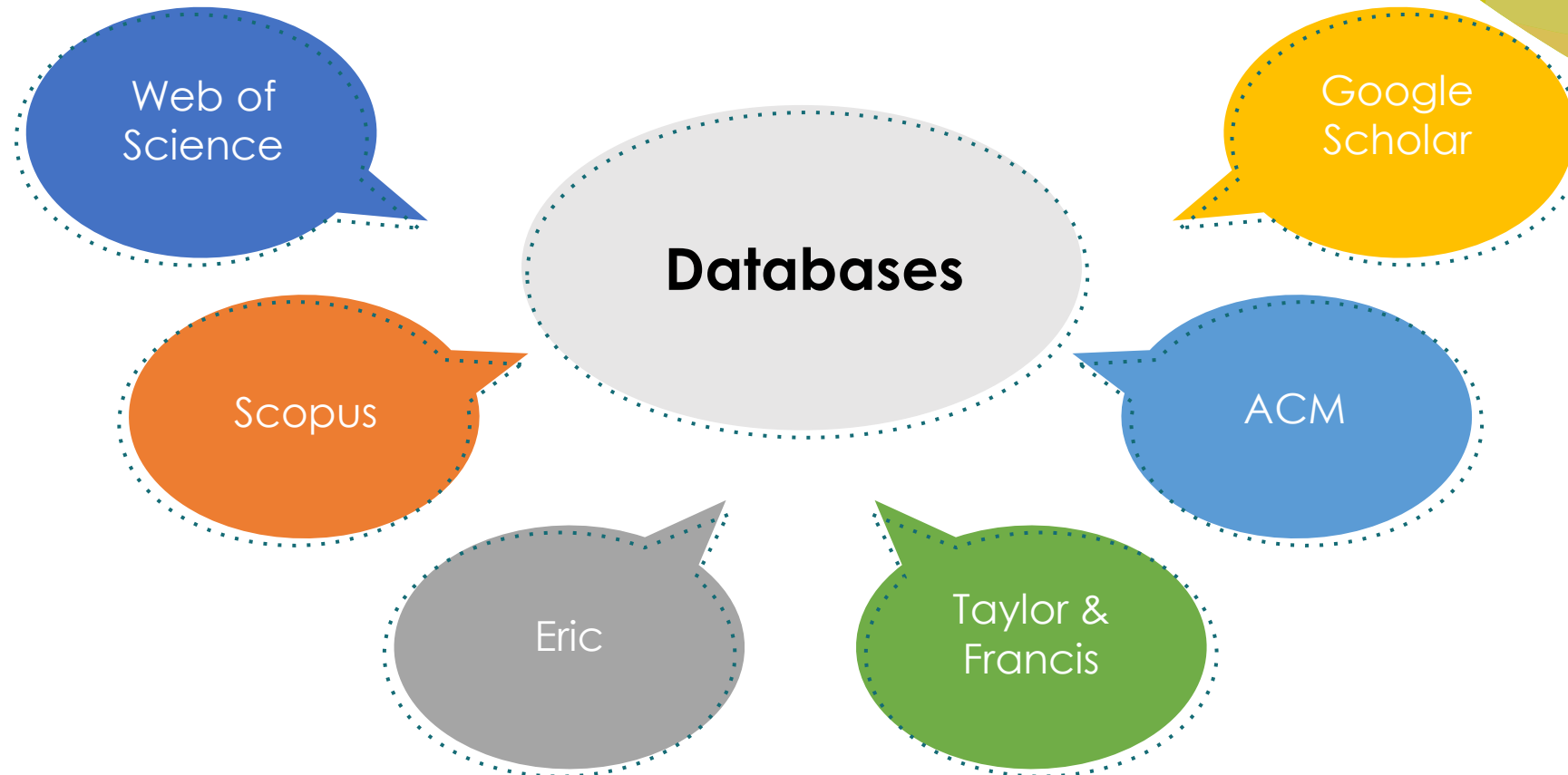 - Requirements of every database for the search

(Arksey & O`Malley, 2005)

3. Literature

- Searching Strategy:

  - Selecting databases to search

  - Choosing one database for first trial (Web of Science)

  - Choosing three databases for second trial (Web of Science, Scopus, Google Scholar)

  - Deciding on inclusion and exclusion criteria
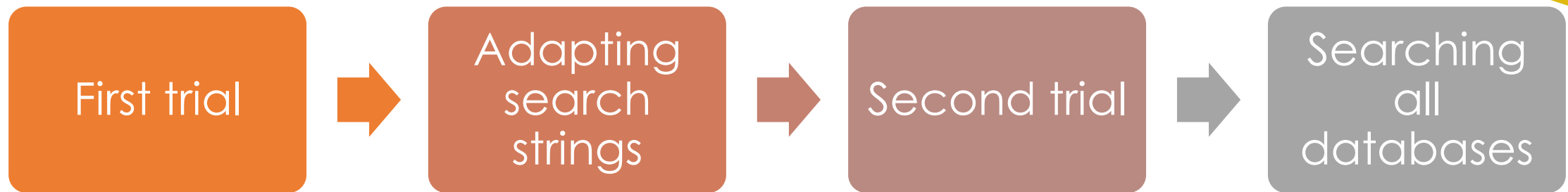
(Arksey & O`Malley, 2005)

3. Literature

3. Literature

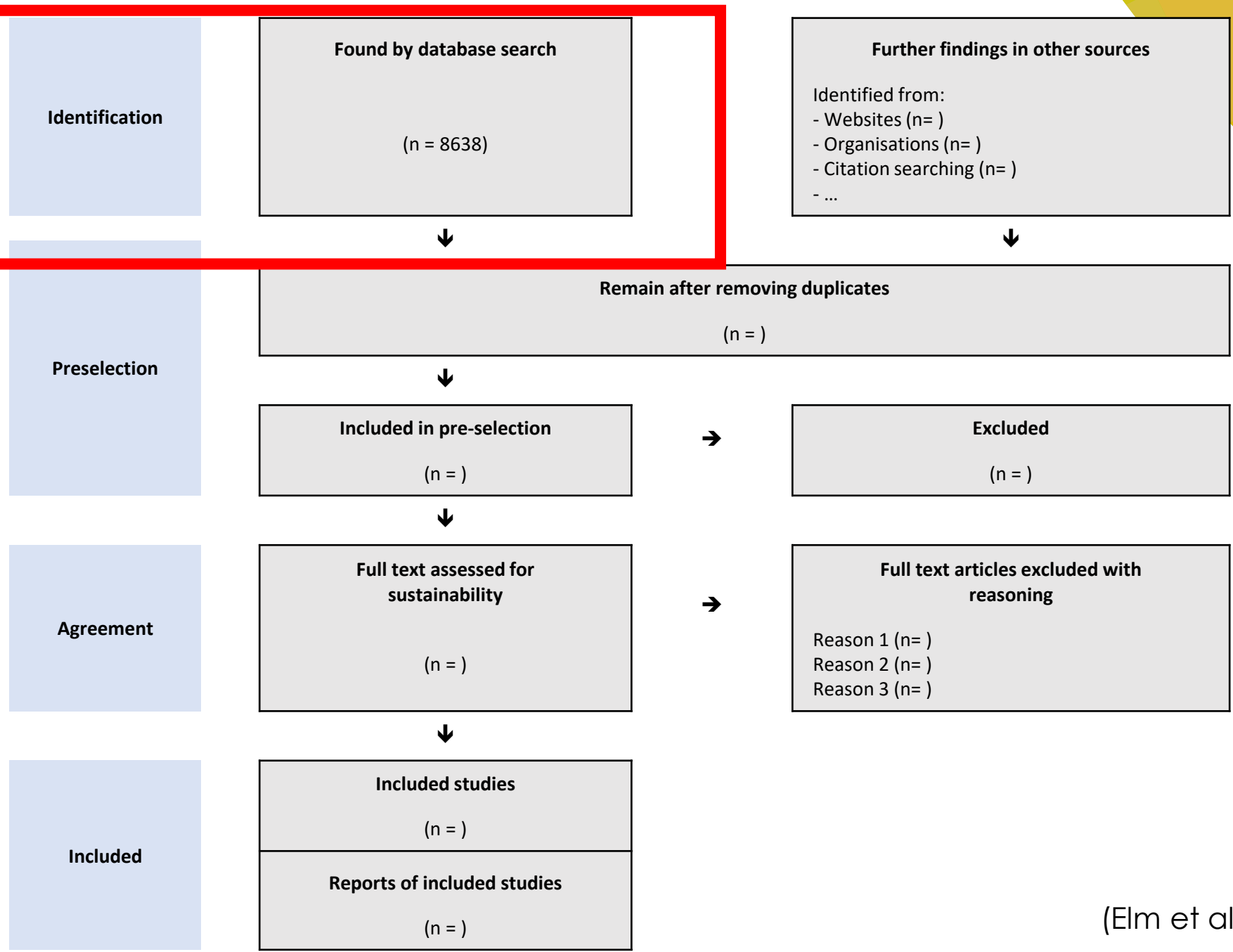Related systematic and scoping reviews

Studies in other languages

Empirical studies that apply accessibility and universal design

Documents that has not been peer-reviewed and grey literature

Studies with a conceptual framework for OER design

Duplicates of the same study results or unrelated to the research questions

CRITERIA

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3. Literature

- Formulating Search strings

First trial → Adapting search strings → Second trial → Searching all databases

- Other sources: reference lists, hand searching key journals, networks, relevant organizations and conferences

(Arksey & O`Malley, 2005)

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Flow Chart

Identification	**Found by database search** (n = 8638)	**Further findings in other sources** Identified from: - Websites (n=) - Organisations (n=) - Citation searching (n=) - ...
	↓	↓
Preselection	**Remain after removing duplicates** (n =)	
	↓	
	Included in pre-selection (n =) →	**Excluded** (n =)
	↓	
Agreement	**Full text assessed for sustainability** (n =) →	**Full text articles excluded with reasoning** Reason 1 (n=) Reason 2 (n=) Reason 3 (n=)
	↓	
Included	**Included studies** (n =) **Reports of included studies** (n =)	

(Elm et al., 2019, S. 6)

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4. Charting Data

- Organizing information

- Coding data

- Descriptive analysis

5. Analyzing the Data

- Summarizing and analyzing all the information

6. Publication of an Article

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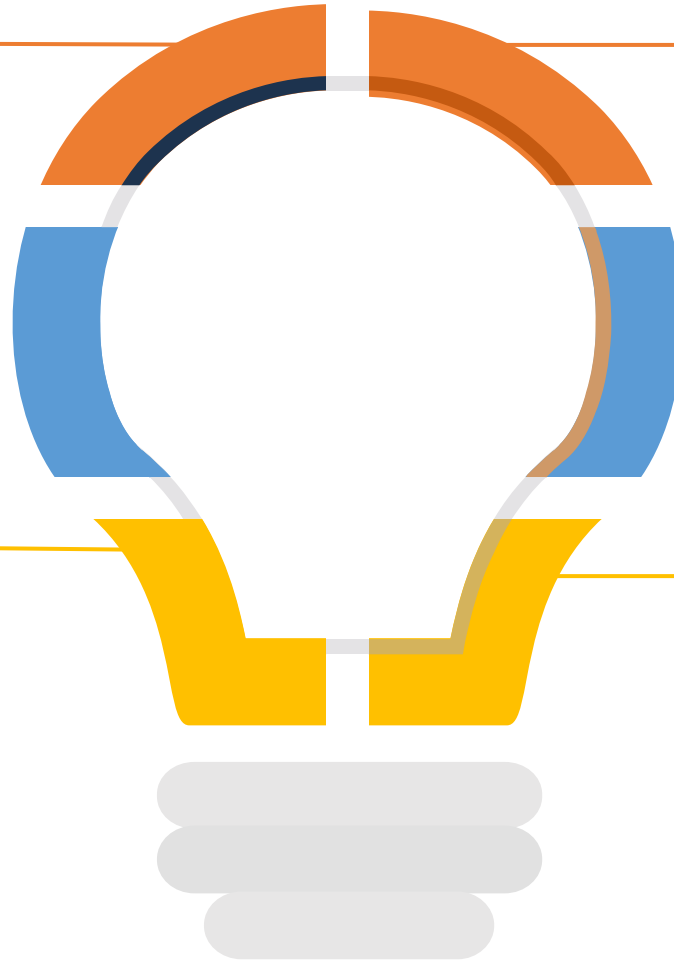Forschungszentrum
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First results

Chimbo, Ingavélez & Otón, 2021

Open Educational Resources' evaluation considering quality models from accessibility metada

De la Rosa, et al. 2019

A validated rubric to evaluate Open Educational Resources
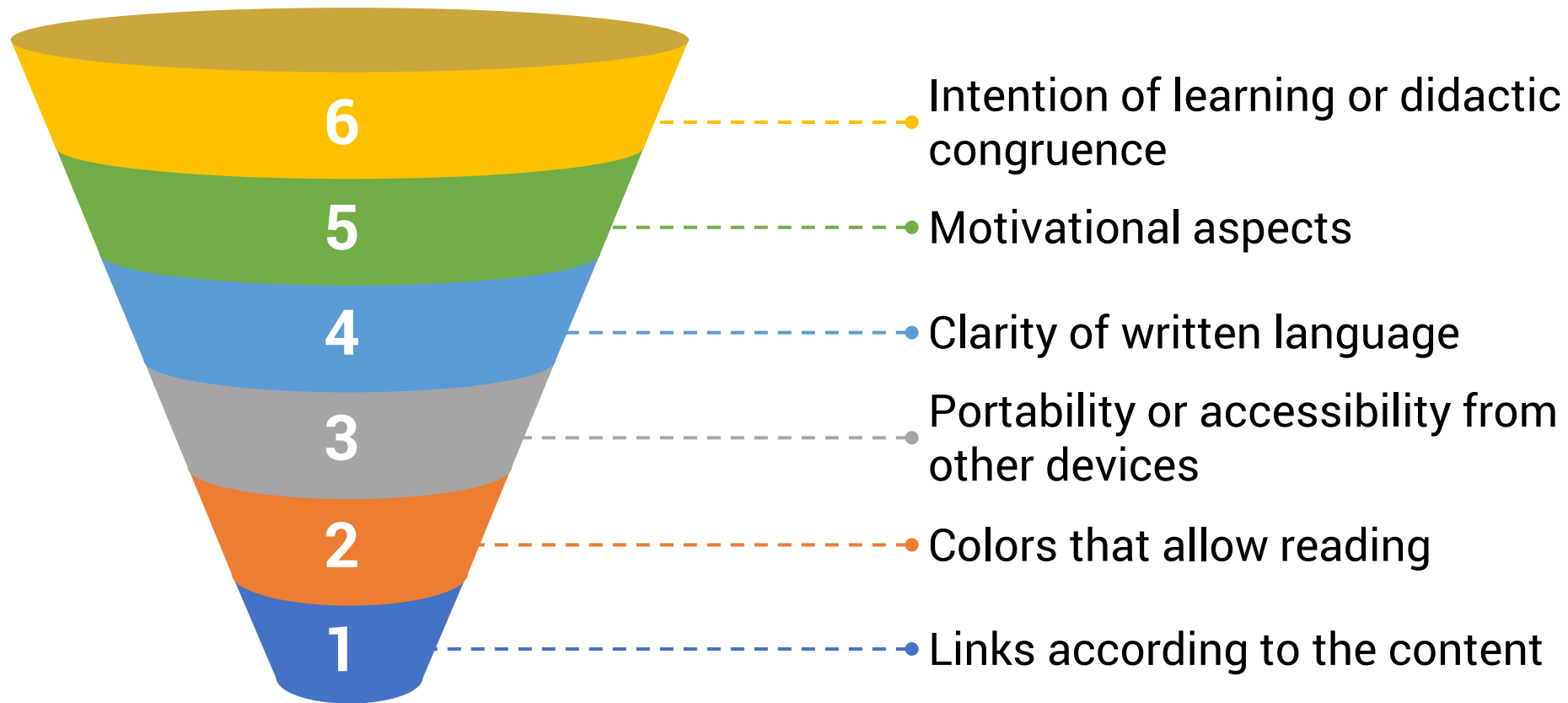
- Quality from **pedagogical** and **technical** metrics

- Based on **ISO 40500**, **ISO 24751** and **UDL** standards

- **Expert** and **student** perspective

- **Criteria** selected **validated by experts** using the technique of **C**ontent **V**alidity **R**easons.
- Basic characteristics that OER must contain from a **pedagogical perspective** are analyzed.

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De la Rosa et al.

6 — Intention of learning or didactic congruence

5 — Motivational aspects

4 — Clarity of written language

3 — Portability or accessibility from other devices

2 — Colors that allow reading

1 — Links according to the content

World Wide Web Consortium

Providers of international standards

De la Rosa et al.

01   Cognitive accesibility

02   Sensorial Accessibility
Visual
Auditive

03   Accessibility to interaction

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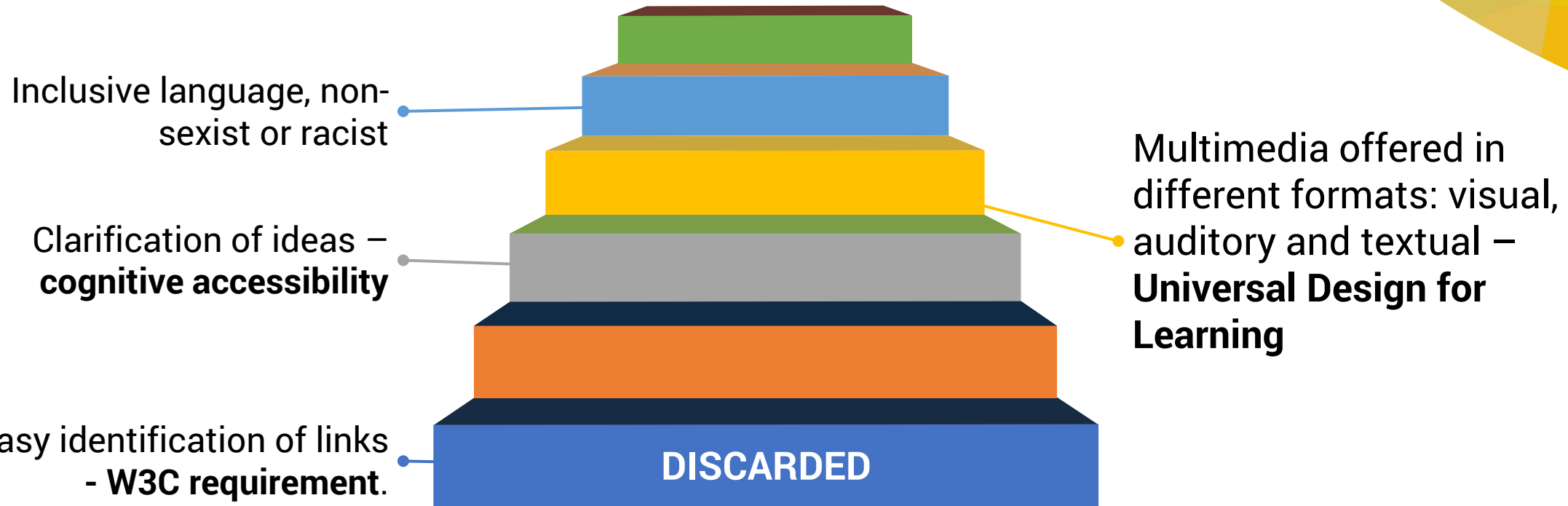Forschungszentrum
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Universal Design of Learning

It aims at guaranteeing **access to education**.

It considers that **all people** are **different**, and that **diversity is the norm** in class, not the exception.

(Rose & Wasson, 2008, p. 3)

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De la Rosa et al.

Inclusive language, non-sexist or racist

Clarification of ideas – **cognitive accessibility**

Easy identification of links **- W3C requirement**.

Multimedia offered in different formats: visual, auditory and textual – **Universal Design for Learning**

DISCARDED

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Thank you very much for your attention!

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