# OER Textbook Development Guidelines

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## Introduction

Although the benefits of using Open Educational Resources (OER) have been promoted for years, their adoption remains far from widespread among content developers and educators. The process of locating, evaluating, and adapting OER for new purposes is often filled with unexpected challenges. Even among those who are aware of OER and have experimented with them, the additional effort required can make it difficult to easily integrate them into regular practice.

When we move to more complex uses of OER, such as developing a textbook, then the trend is to rather develop a textbook from scratch and then license the book with an open licence[1]. Remixing OER to create a textbook is a rare practice, although not without precedent[2].

So, what are the barriers to successfully integrating OER into large-scale projects, such as textbook development, and how can these challenges be addressed?

This guide has been influenced by the challenges faced during the Tajikistan Open Textbook project[3]. Although Open Educational Resources (OER) were deemed important in the planning stages, operational logistics often hindered their full potential. This guide aims to provide a methodology to maximize the use of OER.

## Defining the problem

The availability of quality OER[4] means that developers of teaching and learning materials, educators, and students have many choices when identifying resources to support teaching and learning. Previously, selecting resources other than those found in a proprietary course textbook meant taking liberties with copyright law and hiding behind vague 'fair use' clauses. The presence and growth of OER has thus freed developers, educators, and students to reuse, revise, remix, and redistribute copyrighted materials available under open licences.

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[1] An example of this approach is OpenStax who commission authors to develop texts from scratch. Visit Open Stax at https://openstax.org/

[2] Two examples of remixed textbooks are *Communication Skills*, from the University of Malawi's Bunda College of Agriculture available here and the National Curriculum (Vocational) series of Mathematics textbooks developed for the Department of Higher Education and Training, South Africa, available here

[3] The Tajikistan Open Textbook Project is an initiative by the Ministry of Education and Sciences (MoES) and the Ministry of Labour, with support from UNESCO Almaty Office and funding from the European Union. It is developing 14 textbooks for the Science, Technology, Engineering, and Mathematics (STEM) subjects at the secondary school level (Grades 7-11) within 12-months.

[4] At the time of writing Creative Commons estimated the existence of over 2 billion openly licensed education resources.

The potential benefits of using OER include:

1. **Cost savings**: OER are freely available, which can significantly reduce the cost of educational materials for students.
2. **Accessibility**: Students anywhere in the world can access OER at any time, making education more inclusive and equitable.
3. **Customization**: Educators can tailor OER to fit their specific course needs, enhancing the relevance and quality of the materials.
4. **Scalability**: OER can be distributed widely with little or no cost, making it easier to reach a larger audience.
5. **Enhanced learning**: OER can supplement traditional textbooks with multimedia content, such as videos and interactive modules, which can enhance understanding and engagement.
6. **Rapid updates**: Unlike traditional textbooks, OER can be updated quickly to reflect the latest information and research.

While many advocate for the potential benefits of OER, most materials developers, including educators, are often unaware of these benefits and have only a vague understanding of what OER entails. Those familiar with OER face the added challenge of integrating new knowledge and skills with traditional practices. Developers, for example, need to approach design projects differently, but some resist changing their established processes to fully realize these benefits. Instead, they try to incorporate OER into their existing, familiar methods of materials development, which can diminish or negate the advantages of using OER.

One reason for this resistance to change is the lack of clear directives from leadership. To encourage developers to embrace OER, it is crucial that they receive training on how to use OER effectively. Therefore, the institutional policy environment should support OER, promote professional development to acquire the necessary skills, and encourage thinking about ways to integrate OER into design and development processes.

Thus, while the value proposition of OER is evident, a significant barrier to their effective use lies in their perception as an add-on rather than being properly integrated into the design-development-delivery cycle.

This guide presents a case for adopting a five-part development process to harness the benefits of using OER. It also contains access to tools, exemplars and checklists to provide practical support when implementing the process.

## An ideal workflow to realise the benefits of OER

This section outlines a proposed ideal workflow for creating open textbooks. However, this process can also be used to develop any type of OER. The proposed workflow aims to derive the maximum benefit from using OER. Following the spiral from the centre out, the ideal steps would be…

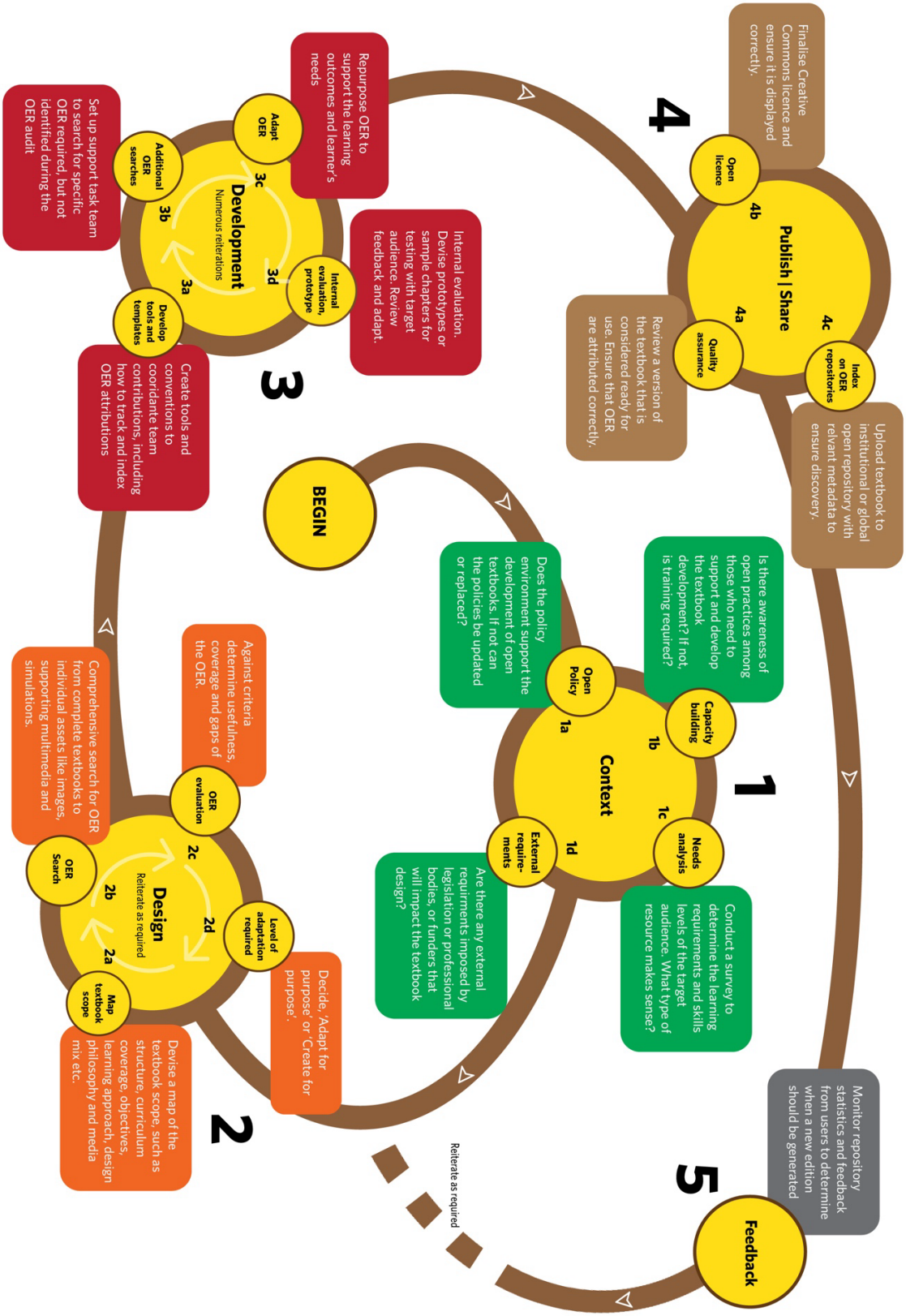


*Figure 1: Proposed workflow for the development of an OER-based textbook*

# 1. Context

Textbook development does not occur in isolation. It requires careful consideration of both internal and external factors that will influence its success. Understanding and preparing your organizational environment is crucial for successful OER textbook development. The national and/or organizational context significantly influences the design and development process. When there is guidance and support from higher authorities to use OER, the potential benefits of OER are more likely to be fully realized.

a. **Open policy**: The effectiveness of creating an open textbook increases when an institution or organization explicitly supports openness and the use of OER. When management demonstrates its commitment to openness, either through a specific policy or by including openness clauses in existing policies, it signals to the design and development teams that the use of OER is both essential and required during the design and development phases.

   Before beginning the development of an OER textbook, it is essential to assess your current policy environment. Review existing policies related to educational resources, copyright, intellectual property, and content development. This assessment will help identify gaps that need to be addressed through new or modified policies. If such policy support does not exist, it is advisable to advocate for the development of open policy within the organization.

**Guide and toolkit**

Want some advice on how to go about incorporating openness into your institutional or organizational policy environment? Here are two great web resources to get started.

CCCOER. (2024). *Institutional Planning* on OEGlobal.

Institutional Planning – CCCOER

Coolidge, A & DeMarte, D. (2016). *OER Policy Development Tool*, OER Policy Development Tool (lumenlearning.com)

b. **Capacity building**: While having an open policy environment is crucial, it is equally important for the institution or organization to possess the knowledge and capacity to optimally use OER. Managers should support their teams, and developers need to be skilled in finding, evaluating, and adapting OER. Start by conducting a skills

inventory to determine what expertise exists within your organization and what additional training might be needed. Then create a capacity building plan that addresses identified gaps and ensures all team members have the necessary skills to contribute effectively to the OER development process. Note that the role of project management in OER textbook development cannot be understated. The project manager should possess strong planning and coordination skills to guide the development process effectively.

c. **Needs analysis**: A deep understanding of your target audience is fundamental to creating an effective OER textbook. What are the learning needs of the target audience for the OER textbook? What are their demographics, their language needs, and their learning environment? What do they require to enhance their learning? Access to technology can vary significantly among users, so assess what formats will be most accessible to your audience. Consider both student and educator perspectives in your analysis – what teaching approaches are commonly used, and what support materials might be needed?

d. **Content and format requirements**: Your needs analysis should carefully examine content requirements in relation to curriculum standards. Map learning objectives clearly and consider how assessment requirements will influence content development. Decisions about format – whether print, digital, or both – should be based on user needs and access considerations rather than technological preferences. Consider how often content will need to be updated and how this might influence your choice of format and distribution methods.

e. **External requirements**: The textbook initiative may also face external expectations regarding its content and distribution. These pressures could stem from national legislation[5] mandating a specific approach to textbooks or from funders' expectations[6]. National educational standards, subject-specific requirements, and quality assurance frameworks must all be carefully considered. Legal requirements around copyright, licensing, and attribution need to be thoroughly understood and incorporated into your planning. Additionally, depending on the subject matter,

[5] For example, in South Africa, the Learning and Teaching Support Material Policy mandates that textbook content must align with the Curriculum and Assessment Policy Statements (CAPS) to ensure comprehensive coverage of the required curriculum. If an open textbook under consideration has gaps, or phrases the subject outcomes or objectives differently, it would require significant revisions to meet this requirement. An evaluation during the design phase is necessary to determine whether the extent of adaptation needed outweighs the potential cost savings.

[6] Funders for example might have their own expectations in terms of copyright. Any expectations need to be made clear during the design phase.

professional bodies may have their own requirements. It is important to identify these external pressures or restrictions early in the process.

Different stakeholders may have varying requirements that need to be balanced. Institutional requirements might include specific quality standards or format specifications. If external funding is involved, be clear about deliverables, timelines, and reporting requirements. Consider how these requirements might impact your development process and plan accordingly.

**Context Checklist**

**Policy Assessment**

- □ Reviewed existing policies
- □ Identified policy gaps
- □ Developed new/modified policies as needed
- □ Secured policy approval

**Organizational Readiness**

- □ Completed infrastructure assessment
- □ Identified capacity gaps
- □ Developed training plan
- □ Allocated resources

**Needs Analysis**

- □ Completed audience analysis
- □ Identified resource requirements
- □ Mapped curriculum needs
- □ Determined format requirements

**External Requirements**

- □ Reviewed regulatory requirements
- □ Identified stakeholder needs
- □ Documented funder requirements
- □ Developed compliance plan

## 2. Design

While understanding the context is key, the next step is to determine how the textbook will respond to the contextual needs of the institution, educators, students, and external stakeholders. This phase is crucial as it sets the foundation for development and directly impacts the textbook's effectiveness and sustainability. Consider these design guidelines:

a. **Curriculum framework:** Before beginning content development, it is essential to establish a clear curriculum framework that will guide your textbook development. This framework should address several key elements.

   A clear understanding and mapping of learning objectives is fundamental to effective textbook design. These objectives should:
   - Align with national curriculum standards
   - Meet institutional requirements
   - Support intended learning outcomes
   - Enable effective assessment of learning

   Consider creating a detailed curriculum mapping document that shows how each section of your textbook will address specific learning objectives. This will help ensure comprehensive coverage and avoid potential gaps in content.

b. **Map the textbook's scope**: A curriculum map provides a high-level overview of the textbook. It provides comment on,
   i. *The structure of the book*: Chapters, sub-sections, and units.
   ii. *The curriculum objectives* (or outcomes/learning standards) the text will address.
   iii. *The content coverage:* Often taken directly from the official syllabus, the curriculum map identifies the topics and subtopics to be covered. It also outlines topics that need special attention or a deeper treatment, appropriate scaffolding of concepts, integration of examples and practice activities, and the balance of theoretical and practical content.
   iv. *The learning approach*: For example, the learning methodology might be organized around problem-based learning or perhaps it focuses on competency-based education.
   v. *Media mix*: Some textbooks are not paper based, they incorporate digital content too. The curriculum map will identify where multimedia resources will be harnessed to add a level of

interactivity or be used to provide a different, and ideally better, perspective on the learning materials.

vi. *Assessment strategies and methods*: These should be clearly outlined, including formative and summative assessment approaches, types of questions or tasks, and how these align with the learning objectives.

vii. *Supporting materials requirements*: Identify any educator and student guides, workbooks, multimedia resources, and any additional tools needed for effective implementation of the textbook.

viii. *Format decisions*: The format of your textbook should be determined by your audience's needs and resource constraints. Consider print vs. digital requirements, accessibility needs, integration of multimedia elements, and supplementary materials.

c. **Set up a *design* team**: Establish an Open Textbook design team – Create a small team to assist with the design of the textbook. The roles below might be held by the same person or by different individuals.
   - Identify a *subject expert* to advise on curriculum issues
   - Identify an *instructional/learning designer* to assist with design issues
   - Identify someone who is familiar with the needs of the external stakeholders and the needs of the institution.

   Everyone should be familiar with the results of the student's needs analysis and have a background in using OER.

### Online tutorial

Want some advice on how to create and complete a curriculum map? Use this online tutorial for a step-by-step guide on creating a curriculum map: *Design for Learning II: Course Building* by OER Africa. Look at the section on 'Putting it all together: Practical considerations'.

Use the link below or scan the QR code left.

OER Africa. (2023). Design for learning: Course Building
Design for Learning: Course building 2023 - Overview (oerafrica.org)

d. **Conduct an OER audit**: So, what is available as OER? It is important to find out what is freely available before creating new materials. Create a comprehensive list of adaptable resources. See if all topics and sub-topics are covered or if there are gaps. While there isn't currently a one-stop-shop for finding OER, developing a systematic search strategy using multiple repositories and sources can help ensure thorough coverage. Part of the developer capacity building mentioned above would be to effectively and efficiently search for OER using usage rights filters and know the implications of different Creative Commons licences.

**Exemplar**

Using the skills learnt on OER Search obtained during the OER professional development sessions mentioned above, OER auditors might use a template like the one referenced below to record their findings. In this example an audit was conducted for Grade 7-11 Chemistry OER to help develop an open textbook.

Chemistry OER Exemplar.xlsx

e. **Evaluate OER**: As the OER audit identifies potentially good resources, it is necessary to evaluate their usefulness. When evaluating potential OER for inclusion, consider these criteria:
   i. **Relevance**: Does the information directly address one or more of the course objectives? Is it culturally relevant and does it fit our language requirements?
   ii. **Accuracy**: Is the information accurate, are there any typos or errors?
   iii. **Production quality**: Does the resource look professional?
   iv. **Accessibility**: Is the resource available in formats that encourage adaptation?
   v. **Interactivity**: Do the resources encourage active learning?
   vi. **Licensing**: Does the licence encourage reuse of the materials? What are the attribution requirements and distribution allowances allowed?
   vii. **Quality assessment**:
      - Verify the content accuracy through expert review and fact-checking to ensure current and correct information.
      - Evaluate how well the content meets learning objectives and engages students.
      - Assess the clarity of writing, quality of images, and overall presentation.
      - Ensure the content reflects up-to-date knowledge in the subject area.

viii. **Technical considerations**:

- Consider how easy the resource is to adapt, including the file formats and technical skills needed for modification.
- Understand the necessary software for editing, compatibility, and adapting the content.

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| | **Evaluation template**<br><br>Want some practical advice on how to evaluate OER? Download and use this open resource evaluation template devised for the Zanzibar Virtual Learning Environment, a repository of curriculum aligned open teaching resources.<br><br>Use the link here or scan the QR code left.<br><br>Zanzibar Institute of Education. (2023). OER Quality Criteria and Checklist. NBA |

f. **Determine the level of OER adaptation required**: Based on your evaluation, determine whether existing OER can be:

- Used as-is with minimal changes
- Adapted with moderate modifications
- Substantially revised to meet needs
- Used as reference for creating new content

**Design Checklist**

**Curriculum Framework**

- □ Learning objectives mapped
- □ Content scope defined
- □ Assessment strategy developed
- □ Structure determined

**Content Planning**

- □ Format decisions made
- □ Organization planned
- □ Support materials identified
- □ Accessibility considerations addressed

**OER Strategy**

- □ Audit completed
- □ Resources evaluated
- □ Adaptation needs determined
- □ Licence compatibility checked

**Support Materials**

- □ Educator resources planned
- □ Student materials identified
- □ Implementation guides outlined
- □ Assessment tools defined

## 3. Development

This is the development phase that uses the curriculum map as the blueprint. Success in this phase requires careful coordination of multiple team members, clear processes, and effective quality control measures. It is usually a team effort with multiple roles, including writers, learning designers, graphic designers, multimedia developers, and

sometimes, if the textbook will be hosted online, Learning Management System (LMS) administrators. Key processes in the development phase are outlined below.

a. **Set up a *development* team**: Creating an effective development team is crucial for successful OER textbook creation. Consider both the required roles and how they will work together effectively. The roles below might be held by the same person or by different individuals.
    i. Core team roles:
        - S*ubject writers* who will write content and create learning activities.
        - *Instructional/learning designers* to assist with turning the design into a product and ensuring the design blueprint is effectively implemented.
        - *Quality assurance specialists* who will review content for accuracy, consistency, and alignment with learning objectives.
        - Project coordinators/managers who will manage timelines, resources, and team communication.
    ii. Supporting roles (as needed*):*
        - *Multimedia developers* to support the development of video, podcasts, images, animations, and simulations.
        - *LMS administrators* (if a LMS is part of the textbook design). This person or group will help develop and install new content on the institutional learning platform.
        - *Accessibility specialists* to ensure content meets universal design principles.
        - *Technical editors* for consistency in formatting and style.

All members of the team should be familiar with:

- The curriculum map and learning objectives
- OER principles and practices
- Quality standards and requirements
- Attribution and licensing guidelines

b. **Develop tools and templates**: To coordinate team activities and ensure uniformity, various tools and templates should be developed. These templates help different writers create their materials in a consistent manner, specifying when to include images, activities, tests, glossaries, and more. For OER, it is necessary that all writers attribute their sources, such as adapted materials and images, using the same conventions. Useful tools and templates that can be incorporated into the development process are provided below.
    i. **Content development tools:**
        - Writing templates with style guides

- Image and multimedia guidelines
- Activity development frameworks
- Assessment creation tools/templates and guidelines

ii. **Quality control tools:**

- Content review checklists
- Peer review forms
- Technical verification guides
- Accessibility compliance checklists

c. **Conduct additional OER searches**: It is uncommon for a design audit to identify all the resources developers will need. Often, additional resources are required to supplement the original list. A dedicated task team can be established to expedite the search for these development resources. This allows writers to concentrate on their primary task of writing. Also include:

i. Documentation of sources and licences, which ensures every resource used in your textbook is properly tracked and attributed. Create a master record that includes source information, licence types, and usage details to maintain compliance and facilitate future updates.

ii. Integration planning for selected resources, which will help you determine how OER materials will be incorporated into your textbook effectively. Map each resource to your curriculum structure and plan necessary adaptations to maintain consistency in style and educational approach.

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| | **Online tutorial**<br>Want some practical advice on how to search for OER using a regular browser or by using the Creative Commons filters on well-known resource repositories? Access this online tutorial on *Find Open Content* by OER Africa<br><br>Use the link below or scan the QR code left.<br><br>OER Africa. (2023). Find Open Content - Overview (oerafrica.org) |

d. **Adapt OER**: It is uncommon for the selected OER to be perfectly suited for the task at hand. Often, they need to be adapted to fit the new context. This might involve tweaking the language to ensure consistency with the tone and style of

the rest of the textbook, removing unnecessary content, adding or removing images, technical formatting, accessibility enhancements, or even translating the content into the local language.

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| | **Online tutorial**<br><br>Want some practical advice on how to adapt OER? Follow this online tutorial from OER Africa on *Adapt Open Content*.<br><br>Use the link below or scan the QR code left.<br><br>Adapt Open Content. (2023). Adapt Open Content – Overview (oerafrica.org) |

e. **Prototype and conduct an internal evaluation**: Begin testing individual chapters or sections as they become available. This approach allows you to identify and address issues early in the development process, saving time and resources. Select representatives from your target audience and organize structured review sessions to gather meaningful feedback. These sample groups don't need to be large and can consist of 5-7 individuals. Criteria for the evaluation should focus on:
    - Reviewing content clarity and comprehension
    - Analysing activity effectiveness
    - Testing navigation and usability
    - Determining whether the chapters or sections achieve the learning objectives
    - Considering cultural relevance and appropriateness

    Create a systematic process for collecting and analysing feedback. Document all findings and prioritize changes based on impact and feasibility. Use these insights to guide the development of remaining sections and improve existing content.

## 4. Publish and Share

When your textbook is ready for publication, several critical steps must be taken to ensure proper licensing, distribution, and accessibility. This phase transforms your developed content into a publicly available resource that others can discover and use. Develop a clear strategy for making your textbook accessible to users. Consider multiple distribution channels to maximize reach and impact.

a. **Final quality assurance**: While a version of quality control should be implemented throughout the development process, particularly after each round of prototype testing, a final round of quality assurance needs to be performed prior to publication. This time a holistic review is required. A comprehensive quality control process includes several key components:

    I. **Content review**: Content quality must be verified through expert review and fact-checking processes. This includes examining the pedagogical effectiveness of materials, ensuring cultural appropriateness, and maintaining consistent terminology throughout. All content should align with curriculum standards while remaining accessible to the target audience.
    II. **Technical verification**: Technical quality assurance focuses on the consistency and functionality of the textbook. This involves checking format consistency across chapters, ensuring all multimedia elements work as intended, and verifying that links remain active. Particular attention should be paid to attribution accuracy and accessibility compliance.

### Development Phase Checklist

**Team Formation**

- □ Core roles filled
- □ Responsibilities assigned
- □ Communication channels established
- □ Training needs addressed

**Tools and Templates**

- □ Development templates created
- □ Style guides established
- □ Review processes documented
- □ Project management tools in place

**Content Development**

- □ OER search ongoing
- □ Adaptation process clear
- □ Attribution system in place
- □ Integration plan documented

**Quality Control**

- □ Review procedures established
- □ Testing schedule created
- □ Feedback mechanisms implemented
- □ Documentation system in place

b. **Determine the open licence:** Carefully consider which Creative Commons licence best suits your textbook's intended use. The licence should reflect both your institutional requirements and the licences of any adapted materials. Use the Creative Commons licence generator (see link below) to create appropriate licence documentation.

c. **Attribution verification:** Conduct a final review of all attributions to ensure:
   - All adapted materials are properly credited
   - Attribution format is consistent throughout
   - Links to original sources are accurate
   - Licence compatibility is maintained

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| | **Open licence generator**<br><br>Use this step-by-step tool to generate a Creative Commons licence for your resource. Providing accurate information will facilitate proper attribution by others when they use your open resources.<br><br>Choose a License (creativecommons.org) |

d. **Upload or index on an open repository**: Choose appropriate repositories based on your needs and audience. Consider both institutional and public repositories that align with your goals. Key factors to consider include:
   - Repository reputation and reach
   - Technical requirements and limitations
   - Metadata standards and discoverability

   Consider the following repositories:

   - **OER Commons:** A comprehensive repository of all types of open content, established in 2007. Many resources are linked to various curriculum standards, especially US standards, including the Common Core. Access OER Commons
   - **Open Textbook Library:** A repository specifically for open textbooks. Submit your textbook here: Submit an Open Textbook - Open Textbook Library (umn.edu)
   - **Internet Archive**: Upload any resource if you have the right to do so. They specifically ask for books, audio, and video files and are happy to provide free storage. Internet Archive: Create item
   - **MERLOT:** Created in 1997, MERLOT is a US-based repository of shareable online teaching and learning materials. Access the repository here: MERLOT

e. **Documentation requirements:** Prepare comprehensive documentation for repository submission, including:
    - Complete metadata
    - Usage guidelines
    - Technical requirements
    - Contact information
    - Version control information

**Publication and Feedback Checklist**

**Publication Preparation**

□ Licence selection completed

□ Attributions verified

□ Documentation prepared

□ Distribution strategy defined

**Repository Submission**

□ Repository requirements reviewed

□ Metadata prepared

□ Technical requirements met

□ Submission completed

**Feedback Systems**

□ Data collection methods established

□ Analysis procedures defined

□ Review schedule set

□ Improvement process documented

## 5. Feedback Loop

The publication of your textbook marks the beginning of an ongoing improvement cycle. Establish systematic processes for gathering and incorporating user feedback.

a. **Data collection and analysis**: Establish comprehensive feedback mechanisms that combine quantitative and qualitative data collection methods. Gather user feedback through multiple channels including platform analytics, structured surveys, focus group discussions, individual interviews, and faculty reports.

   This collected data should then be systematically analysed to understand usage patterns, assess content effectiveness, identify technical issues, and gauge overall user satisfaction. The analysis process should focus on identifying both immediate improvement opportunities and long-term enhancement possibilities for future editions.

b. **Revision planning and implementation:** Use feedback data to plan future improvements and create a structured approach to implementing improvements:
   - Prioritize changes based on user needs
   - Schedule regular update cycles
   - Plan resource allocation for revisions
   - Document proposed changes
   - Test modifications
   - Communicate changes to users

## Attribution

Moore, A. & Butcher, N. (2016). Guide to developing Open Textbooks. Commonwealth of Learning. (CC BY-SA) Available online at Guide to Developing Open Textbooks | Andrew Moore - Academia.edu

# Appendix One: Context Checklist

**Policy Assessment**

- □ Reviewed existing policies
- □ Identified policy gaps
- □ Developed new/modified policies as needed
- □ Secured policy approval

**Organizational Readiness**

- □ Completed infrastructure assessment
- □ Identified capacity gaps
- □ Developed training plan
- □ Allocated resources

**Needs Analysis**

- □ Completed audience analysis
- □ Identified resource requirements
- □ Mapped curriculum needs
- □ Determined format requirements

**External Requirements**

- □ Reviewed regulatory requirements
- □ Identified stakeholder needs
- □ Documented funder requirements
- □ Developed compliance plan

# Appendix Two: Design Checklist

**Curriculum Framework**

- □ Learning objectives mapped
- □ Content scope defined
- □ Assessment strategy developed
- □ Structure determined

**Content Planning**

- □ Format decisions made
- □ Organization planned
- □ Support materials identified
- □ Accessibility considerations addressed

**OER Strategy**

- □ Audit completed
- □ Resources evaluated
- □ Adaptation needs determined
- □ Licence compatibility checked

**Support Materials**

- □ Educator resources planned
- □ Student materials identified
- □ Implementation guides outlined
- □ Assessment tools defined

# Appendix Three: Development Phase Checklist

**Team Formation**

- □ Core roles filled
- □ Responsibilities assigned
- □ Communication channels established
- □ Training needs addressed

**Tools and Templates**

- □ Development templates created
- □ Style guides established
- □ Review processes documented
- □ Project management tools in place

**Content Development**

- □ OER search ongoing
- □ Adaptation process clear
- □ Attribution system in place
- □ Integration plan documented

**Quality Control**

- □ Review procedures established
- □ Testing schedule created
- □ Feedback mechanisms implemented
- □ Documentation system in place

# Appendix Four: Publication and Feedback Checklist

**Publication Preparation**

□ Licence selection completed

□ Attributions verified

□ Documentation prepared

□ Distribution strategy defined

**Repository Submission**

□ Repository requirements reviewed

□ Metadata prepared

□ Technical requirements met

□ Submission completed

**Feedback Systems**

□ Data collection methods established

□ Analysis procedures defined

□ Review schedule set

□ Improvement process documented