

Comments on OpenMed Course

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Many thanks for making this course available for open comment. It looks like a very useful resource in development, and will no doubt make a significant contribution to the open education space when it is completed. Rather than supplying comments on individual pages or paragraphs, I have instead made only general observations, which are presented below for your consideration as you finalize the course. Of course, these focus on possible improvements only, so I hope this is not seen to detract in any way from the excellent work done. I hope you find them useful:

- 1) I found it a little difficult to determine exactly who the target audience of the course is, particularly in terms of the level at which the content is pitched. It seemed to me that the primary audience comprised educators/academics, but I was not clear what, if any prior learning assumptions were made when designing the course. For example, does the course assume relatively high levels of knowledge about good pedagogical practice? This seems to be the case, but my experience is that many educators struggle to grasp the real educational benefits of OER because their pedagogical knowledge base is relatively weak. Some more precise definition of the target audience and what can be assumed about them might be worth incorporating in the introduction.
- 2) Many of the pages are very textually dense for an online course, and do not seem that well suited to the current delivery platform (I would have found it easier just to receive them as a PDF file). Others, though, include more additional elements, such as images, videos, and links to other resources which make the process of reading more engaging. Thus you might like to consider:
 - a) Splitting up some of the longer pages (see, for example, <https://coursecomments.openmedproject.eu/wp/m2-open-licensing-and-copyright-in-education/2-3-intro-on-open-science/>);
 - b) Reducing and simplifying some of the text (the current text makes quite a few assumptions that the learner will understand a lot of the specialized terminology and jargon associated with this field);
 - c) Adding more images, videos, and other kinds of multimedia resources to break up the text in presentation and make for a more engaging learning experience.
- 3) Linked to the previous comment, the pages that work best are ones that demonstrate the principle of OER re-use and adaptation in practice, but there are relatively few of these overall. A good example of such a page is <https://coursecomments.openmedproject.eu/wp/m2-open-licensing-and-copyright-in-education/2-2-examples-of-open-licenses/>, which includes an interesting range of resources from different locations and helps to demonstrate a key benefit of OER in the form of the material, not just in what the course says. Incorporating this approach of embedding other content will both enrich the course and help learners to see the principles in practice.
- 4) In this vein, given that there are quite a lot of courses already available online on OER, a next draft might include more purposeful efforts to re-mix and adapt existing content. Typically, where content is drawn from third party sources, it is embedded unchanged, rather than being adapted and then the original source referenced. This would really help to show application of the CC-BY licence restriction in practice, rather than just demonstrating good referencing practice.
- 5) The course indicates it is premised on '[encouraging] the application of course content to real-life problems', but many of the activities created, especially in the early sections of the course, seem primarily to test content recall. These activities don't seem very helpful and may potentially even come across as a little patronizing, depending on the target audience. Activities that come later

on (<https://coursecomments.openmedproject.eu/wp/m3/3-8-activities/>) are more grounded, but it is unclear how learners are expected to work through these or if they will be embedded into the course design (as, for example, happens in Module 4).

- 6) The page on 'Finding OER' feels more like a reference resource than a section of a course. It might be worth reducing the scope of this page, and including a link to a catalogue of OER repositories as a separate resource. Most importantly, though, our experience has been that many educators/academics really struggle with Finding OER, so a more structured, simplified lesson on how to go about Finding OER might be more helpful than a long catalogue of available resources, as part of the formal course itself. There is currently too much content on this page, so I think it may become overwhelming to a novice.
- 7) The navigation bar on the left-hand side of the course is a little frustrating as it refreshes every time you navigate to a new page, so the user is forced to scroll back down every time if they wish to navigate using the navigation bar rather than the arrows at the bottom of each page. I also found reading the textually dense pages in the course on this platform quite cumbersome at times.
- 8) The course shifts very dramatically in its tone and focus from Module 4 onwards, almost as if it is targeted at a very different audience from the first three modules. There seems to be a sudden increase in heavily 'academic' language, much of which seems to unnecessarily complicate the concepts being presented. There is also a significant increase in the extent of content being presented, which seems to mitigate against the design principle of 'Incorporate basic concepts rather than trying to cover all possible topics'. This might be resolved by defining more clearly the target audience and then adjusting the pitch of the overall course accordingly.