

Table 5 A framework for selecting OER on the basis of fitness for purpose

Dimension	Fitness for purpose
Purposes (7 criteria)	<ul style="list-style-type: none"> <input type="checkbox"/> Providing open, accessible and quality content for a wider community of teachers and learners. Comments <input type="checkbox"/> Sharing best practice and helping to avoid re-inventing the wheel. Comments <input type="checkbox"/> Helping developing countries improve and expand learning for development. Comments <input type="checkbox"/> Offering flexible non-formal and informal knowledge and skills accumulation pathways to formal study. Comments <input type="checkbox"/> Providing for geographically, socially or economically excluded students, non-traditional students, work-based learners, etc. Comments <input type="checkbox"/> Improving the quality of conventional and online education by achieving greater awareness of open and inclusive educational practices and varied perspectives on fields of study. Comments <input type="checkbox"/> Enabling collaboration between institutions, sectors, disciplines and countries. Comments
Ease of Use (4 criteria)	<ul style="list-style-type: none"> <input type="checkbox"/> The OER accords with open content licenses (e.g., Creative Commons) that have been properly referenced and applied to the resources. Comments <input type="checkbox"/> The OER can be reused, revised and remixed with other resources or shared with students or other teachers. Comments <input type="checkbox"/> The screen design and navigation systems are clear and consistent. Comments <input type="checkbox"/> The presentation methods accord with the learner's knowledge and abilities. Comments
Content (5 criteria)	<ul style="list-style-type: none"> <input type="checkbox"/> The goals and content are easily understood. Comments <input type="checkbox"/> The content is accurate and up to date. Comments <input type="checkbox"/> The content covers educationally significant concepts and enables deep understanding. Comments <input type="checkbox"/> The content progresses from simple to complex. Comments <input type="checkbox"/> The content is appropriate to the students' knowledge, experience, language, ethnicity, race, culture, religion age, gender or other circumstances. Comments
Pedagogy (9 criteria)	<ul style="list-style-type: none"> <input type="checkbox"/> The OER gains and maintains students' attention and interest. Comments <input type="checkbox"/> The OER helps the students recall, relate or apply prior knowledge, skills, experience, etc. Comments <input type="checkbox"/> The OER provides a sound structure for knowledge and skills development. Comments <input type="checkbox"/> The OER provides opportunities for task analysis and solving hands-on, real-world problems. Comments <input type="checkbox"/> The OER's text, images, audio and video elements and hyperlinks provide diversity in learning. Comments <input type="checkbox"/> The instructional design focuses on the key aspects of the learning and lacks distracting features. Comments <input type="checkbox"/> The OER contains in-built feedback, support and assessment. Comments <input type="checkbox"/> The OER enables the transfer of the new knowledge and skills to different tasks, problems or contexts. Comments <input type="checkbox"/> The OER enables the students to consolidate their learning or construct personal meaning through reflection, discussion, demonstration of new knowledge or skills, etc. Comments

3) Users, after using particular OER, for judging their quality, fitness for purpose, educational outcomes and other benefits, and (most importantly) providing feedback to the developers.