**Part 2: Self-Review Quiz (Particify) (30 minutes)**

**Quiz Questions:**

**Section 1: Prepare**

1. Which is the MOST SMART learning objective for an OA module?
   1. Learners will be able to understand OA.
   2. Learners will be able to list OA models.
   3. **Learners will be able to choose the best OA publishing route for their research.**
   4. Learners will be able to discuss OA benefits.

**\*** specific, measurable, achievable, relevant, and time-bound.

1. Researcher disciplines are irrelevant in the "Prepare" stage.

True / **False**

**\*** Different disciplines have different publishing norms.

1. Which is LEAST relevant to the "Prepare" stage?
   1. Defining learning objectives
   2. Analyzing audience needs
   3. **Developing metadata**
   4. Learning about IPR

**\*** Metadata comes later

**Section 2: Discover**

1. Best keywords for finding OA resources?
   1. Research, Publications, Journals
   2. **Open Access, Scholarly Publishing, Author Rights**
   3. Copyright, Licensing, Permissions
   4. Impact Factor, Citation Metrics, Bibliometrics

**\*** most specific to OA.

1. Where to look for reusable materials on OA?
   1. Web searches
   2. OER repositories
   3. Zenodo
   4. **All of the above**

**\*** All are potential sources.

1. Which one is NOT a challenge in discovering reusable OS learning resources?
   1. Finding the right repository
   2. Clear licensing
   3. Unclear learning context
   4. **A single, agreed-upon catalogue**

**\*** The *lack* of one definition is the challenge.

1. Place these steps in the typical order you would follow when searching for existing learning materials to reuse in a new module:
   1. Evaluate the quality and relevance of the resources.
   2. Identify your learning objectives and target audience.
   3. Search for potential resources using relevant keywords and platforms.
   4. Check the licensing terms to ensure you can reuse the material.

**Correct Order: b, c, a, d**

\*You need to know your learning objectives and target audience *before* searching. Then you search, evaluate, and finally check licensing.

**Section 3: Design**

1. What would be the most effective teaching activity on OA?
   1. Video on the history of publishing
   2. Text and images that explain copyright
   3. **Interactive examples of different OA models**
   4. Discussion on publishing conference proceedings

**\*** combines theory, practice, and interaction.

1. Which one is the LEAST suitable assessment for the OA module?
   1. Quiz on models/licensing
   2. Comparing OA pathways
   3. Case study analysis
   4. **Submitting a mock article**

**\*** Submitting is application, not assessment of understanding.

1. What would help MOST to boost the OA module accessibility?
   1. Technical jargon
   2. **Clear language, transcripts, keyboard navigation**
   3. Text-only
   4. Assuming prior knowledge

**\*** directly addresses accessibility.

1. Addressing APC concerns in the OA module content is important.

**True** / False

**\*** APCs are a key researcher concern.

1. How would you address OA practicalities in the module?
   1. Provide only theory
   2. **Provide links to resources (funder policies, repositories)**
   3. Assume learners have knowledge of publishing
   4. Tell learners to avoid closed journals

**\*** provides practical help.

**Section 4: Produce**

1. Which Creative Commons license is generally BEST for Open Access articles to maximize reuse?
   1. **CC BY**
   2. CC BY-NC
   3. CC BY-SA
   4. CC0

**\*** CC BY (Attribution) allows the broadest reuse, CC0 is when attribution is not needed.

1. Metadata is meant for
   1. Humans
   2. Machines
   3. **Both**

**\*** Metadata enables searchability.

1. You are using a Creative Commons licensed image (CC BY-NC 3.0) in your Open Access training module. Which of the following attributions is MOST compliant with the license terms?
   1. "Image from [Website Name]."
   2. "Image by [Author's Name]."
   3. "Image courtesy of [Author's Name]."
   4. **"Image: [Image Title] by [Author's Name] is licensed under CC BY-NC 3.0. Available at [URL]."**

\* follow the TASL approach

1. You have significantly modified a section of text from an OER for your Open Access training module. Which of the following is the MOST accurate way to attribute the original source?
   1. "Text from [Title of OER] by [Author's Name] is licensed under [License]. Available at [URL]."
   2. "Original text by [Author's Name]."
   3. **"Adapted from [Title of OER] by [Author's Name] is licensed under [License]. Available at [URL]."**
   4. "Inspired by [Title of OER] licensed under [License]. Available at [URL]."

**\*** Because the text was *adapted*, it's important to state that explicitly. This distinguishes your work from the original and clarifies the extent of reuse.

1. Free online resources don't need attribution.

True / **False**

**\*** All resources need attribution.

**Section 5: Publish**

1. Which is MOST important when publishing your OA module?
   1. **Ensuring the metadata is open, and accessible to all.**
   2. Making the module visually appealing.
   3. Choosing a catchy title.
   4. Hosting the module on a popular platform.

**\*** FAIR principles are the core of effective publishing.

1. Which action LEAST contributes to making your OA module "Findable"?
   1. Using relevant keywords in the module's description.
   2. Submitting the module to relevant repositories.
   3. Creating a detailed table of contents.
   4. **Designing visually appealing graphics for the module.**

**\*** While visuals are important, they don't directly impact findability in search results.

1. Choosing a stable URL or DOI for your module is crucial for ensuring it remains accessible over time.

**True** / False

**\*** Stable URLs and DOIs provide persistent links, preventing broken links and ensuring long-term access.

1. Which aspect is NOT directly related to "Interoperability" when publishing your module?
   1. Using standard file formats (e.g., HTML, SCORM).
   2. Providing metadata using a standardized schema.
   3. **Using SMART learning objectives.**
   4. Ensuring the module can be accessed on different devices.

**\*** SMART learning objectives are important, but interoperability focuses on technical compatibility and exchange of information.

1. Which action LEAST contributes to making your OA module "Reusable"?
   1. Applying a Creative Commons license.
   2. Including a comprehensive instructor kit.
   3. Providing clear attribution information for any OERs used.
   4. **Hosting the module on a specific learning platform.**

**\*** While hosting is important, it doesn't inherently make the module *reusable*. Licensing, instructor kits, and attribution are key to reusability.

**Section 6: Verify & Continuous Improvement**

1. Which method is BEST for gathering feedback from researchers on the Open Access module *after* it has been used?
   1. Survey
   2. Focus group
   3. Usage statistics
   4. **All of the above (Survey, Focus group, Usage statistics)**

**\*** A combination of methods provides the most comprehensive feedback. Surveys can reach a large number of users, focus groups allow for in-depth discussion, and usage statistics provide quantitative data.

1. You receive feedback that some researchers found the module too technical. Which action would be MOST appropriate for continuous improvement?
   1. **Revise the module to simplify the language, provide more examples, and add a glossary of terms.**
   2. Ignore the feedback, as some level of technical detail is necessary.
   3. Create a separate, more advanced version of the module.
   4. Remove the technical content entirely, even if it is essential.

**\*** Simplifying language and adding examples makes the module more accessible to a wider audience without sacrificing essential content.

1. Continuous improvement is a one-time activity done after the module is launched. True / **False**

**\*** Continuous improvement is an iterative process. Feedback should be collected and the module should be revised regularly to ensure it remains effective and relevant.

1. Which of the following is NOT a typical aspect of verifying the effectiveness of a learning module?
   1. Collecting feedback from learners
   2. Analyzing learner performance data (e.g., quiz scores)
   3. Tracking module usage statistics
   4. **Promoting the module to new audiences**

**\*** Promoting the module is a dissemination activity, not part of verifying its effectiveness. Verification focuses on evaluating the module's impact on learning.

1. You notice from usage statistics that a particular section of the module is rarely accessed. What's the next best step?
   1. Assume the section is not important and remove it.
   2. Add more content to the section to make it more comprehensive.
   3. **Investigate why the section is underutilized (e.g., is it difficult to find, is the content unclear, is it irrelevant?) and revise accordingly.**
   4. Promote the section more heavily to increase its visibility.

**\*** Understanding the *reason* for low usage is key to effective improvement. Simply removing or promoting the section without investigation might not address the underlying problem.