

Appendix A:

Author (publishing year)	Number of repositories cited
AbuJarour, Bick, et al. (2015)	1
AbuJarour, Pirkkalainen, et al. (2015)	1
Ang et al. (2020)	7
Cheung (2020)	6
Clements et al. (2015)	6
Dagiene et al. (2018)	9
Dónaill (2022)	1
Donovan & Lamar (2023)	1
Farrow et al. (2015)	4
Gunarathne et al. (2020)	4
Hanna et al. (2017)	1
Kallonis & Sampson (2010)	13
Law & Perryman (2017)	1
Law (2019)	1
Lopez-Vargas et al. (2015)	1
McGreal (2008)	60
Navarrete & Martinez-Mosquera (2020)	1
Okada & Sherborne (2018)	1
Otto & Kerres (2022)	2
Cueva Carrión et al. (2010)	4
Perifanou & Economides (2023)	13
Ritella et al. (2017)	1
Rocha et al. (2021)	1

Rodríguez-Triana et al. (2014)	7
Sicilia et al. (2013)	8
Stagg et al. (2018)	4
Sunar et al. (2020)	1
Tovar et al. (2020)	1
Yalcinalp & Emiroglu (2012)	14
Zervas & Sampson (2013)	7
Zervas & Sampson (2017)	8
Zervas et al. (2014)	49

## References:

- AbuJarour, S., Bick, M., Pawlowski, J., Volungeviciene, A., Trepule, E., Bagucanskyte, M., Pirkkalainen, H., Ehlers, U. D., Hudak, R., Makropoulos, C., Pappa, D., Pitsilis, V., Vidalis, A., & Tannhauser, A.-C. (2015). Enhancing the experience of online users of open education. *2014 International Conference on Web and Open Access to Learning, ICWOAL 2014*. <https://doi.org/10.1109/ICWOAL.2014.7009217>
- AbuJarour, S., Pirkkalainen, H., Pawlowski, J., Bick, M., Bagucanskyte, M., Frankenberg, A., Hudak, R., Makropoulos, C., Pappa, D., Pitsilis, V., Tannhauser, A.-C., Trepule, E., Vidalis, A., & Volungeviciene, A. (2015). Design Principles for Collaboration Platforms for Open Education. *Proceedings of the 7th International Conference on Computer Supported Education (CSEDU-2015)*, 349–359. <https://doi.org/10.5220/0005451003490359>
- Ang, K. L. M., Ge, F. L., & Seng, K. P. (2020). Big Educational Data Analytics: Survey, Architecture and Challenges. *IEEE Access*, 8, 116392–116414. <https://doi.org/10.1109/ACCESS.2020.2994561>
- Cheung, S. K. S. (2020). A Review of Open Access Textbook Platforms. *Blended Learning. Education in a Smart Learning Environment. ICBL 2020. Lecture Notes in Computer Science*, 12218, 114–125. [https://doi.org/10.1007/978-3-030-51968-1\\_10/COVER](https://doi.org/10.1007/978-3-030-51968-1_10/COVER)
- Clements, K., Pawlowski, J., & Manouselis, N. (2015). Open educational resources repositories literature review – Towards a comprehensive quality approaches framework. *Computers in Human Behavior*, 51, 1098–1106. <https://doi.org/10.1016/J.CHB.2015.03.026>
- Cueva Carrión, S. P., Rodríguez Morales, G. D. R., & Romero Pelaéz, A. E. (2010). OER'S production cycle with social authorship and semantic tools. *2010 IEEE Education Engineering Conference, EDUCON 2010*, 121–128. <https://doi.org/10.1109/EDUCON.2010.5492588>
- Dagiene, V., Gudoniene, D., & Bartkute, R. (2018). The Integrated Environment for Learning Objects Design and Storing in Semantic Web. *International Journal of Computers Communications & Control*. <https://univagora.ro/jour/index.php/ijccc/article/view/3074>
- Dónaill, C. Ó. (2022). CLILSTORE.EU - A Multilingual online CLIL platform. *Proceedings of the 4th Celtic Language Technology Workshop within LREC2022*, 22–29. <https://aclanthology.org/2022.cltw-1.4>
- Donovan, S., & Lamar, M. D. (2023). Using Science Education Gateways to Improve Undergraduate STEM Education: The QUBES Platform as a Case Study. *Computing in Science and Engineering*, 25(2), 20–29. <https://doi.org/10.1109/MCSE.2023.3292313>

- Farrow, R., de los Arcos, B., Pitt, R., & Weller, M. (2015). Who are the Open Learners? A Comparative Study Profiling Non-Formal Users of Open Educational Resources. *European Journal of Open, Distance and E-Learning*, 18(2), 49–73. <https://doi.org/10.1515/EURODL-2015-0013>
- Gunarathne, W. K. T. M., Shih, T. K., Chootong, C., Sommoool, W., & Ochirbat, A. (2020). An Automated Learning Content Classification Model for Open Education Repositories: Case of MERLOT II. *Journal of Internet Technology*, 21(5), 1277–1288. <https://doi.org/10.3966/160792642020092105005>
- Hanna, D., Abhari, A., & Ferworn, A. (2017). Comparing quantitative and comment-based ratings for recommending open educational resources. *CNS '17: Proceedings of the 20th Communications & Networking Symposium*, 1–10. <http://dsmp.ryerson.ca>
- Kallonis, P., & Sampson, D. G. (2010). Examining learning object repositories from a knowledge management perspective. *Proceedings - 10th IEEE International Conference on Advanced Learning Technologies, ICALT 2010*, 289–293. <https://doi.org/10.1109/ICALT.2010.84>
- Law, P. (2019). How Directing Formal Students to Institutionally-Delivered OER Supports their Success. *Journal of Learning for Development*, 6(3), 262–272. <https://doi.org/10.56059/JL4D.V6I3.365>
- Law, P., & Perryman, L. A. (2017). How OpenLearn supports a business model for OER. *Distance Education*, 38(1), 5–22. <https://doi.org/10.1080/01587919.2017.1299558>
- Lopez-Vargas, J., Piedra, N., Chicaiza, J., & Tovar, E. (2015). OER Recommendation for Entrepreneurship Using a Framework Based on Social Network Analysis. *Revista Iberoamericana de Tecnologias Del Aprendizaje*, 10(4), 262–268. <https://doi.org/10.1109/RITA.2015.2486387>
- McGreal, R. (2008). A Typology of Learning Object Repositories. In H. H. Adelsberger, Kinshuk, J. M. Pawlowski, & D. G. Sampson (Eds.), *Handbook on Information Technologies for Education and Training* (pp. 5–28). Springer, Berlin, Heidelberg. [https://doi.org/10.1007/978-3-540-74155-8\\_1](https://doi.org/10.1007/978-3-540-74155-8_1)
- Navarrete, R., & Martinez-Mosquera, D. (2020). Overcoming Barriers for OER Adoption in Higher Education Application to Computer Science Curricula. *International Conference on Computer Supported Education*, 1, 559–566. <https://doi.org/10.5220/0009471205590566>
- Okada, A., & Sherborne, T. (2018). Equipping the Next Generation for Responsible Research and Innovation with Open Educational Resources, Open Courses, Open Communities and

- Open Schooling: An Impact Case Study in Brazil. *Journal of Interactive Media in Education*, 2018(1), 1–15. <https://doi.org/10.5334/JIME.482>
- Otto, D., & Kerres, M. (2022). Increasing Sustainability in Open Learning: Prospects of a Distributed Learning Ecosystem for Open Educational Resources. *Frontiers in Education*, 7, 866917. <https://doi.org/10.3389/FEDUC.2022.866917/BIBTEX>
- Perifanou, M., & Economides, A. A. (2023). Analyzing repositories of OER using web analytics and accessibility tools. *Universal Access in the Information Society*, 22(4), 1243–1257. <https://doi.org/10.1007/S10209-022-00907-6/TABLES/5>
- Ritella, G., Montanari, M., Spila, A., Lariccia, S., & Cesareni, D. (2017). Using OERs at the border between formal education and professional development. *9th International Conference on Computer Supported Education, CSEDU 2017*, 1, 525–530. <https://iris.uniroma1.it/handle/11573/1640392.6>
- Rocha, J., Pessoa, P., Gomes, J. A., Sá-Pinto, X., & Lopes, B. (2021). BiblioLab Project: Teachers, Parents and Students' Perspectives About the Usability and Usefulness of an Educational Distance Learning Platform. *Communications in Computer and Information Science*, 1384, 90–110. [https://doi.org/10.1007/978-3-030-73988-1\\_7/FIGURES/8](https://doi.org/10.1007/978-3-030-73988-1_7/FIGURES/8)
- Rodríguez-Triana, M. J., Govaerts, S., Halimi, W., Holzer, A., Salzmann, C., Vozniuk, A., De Jong, T., Sotirou, S., & Gillet, D. (2014). Rich open educational resources for personal and inquiry learning: Agile creation, sharing and reuse in educational social media platforms. *International Conference on Web and Open Access to Learning, ICWOAL 2014*, 1–6. <https://doi.org/10.1109/ICWOAL.2014.7009219>
- Sicilia, M. A., Ochoa, X., Stoitsis, G., & Klerkx, J. (2013). Learning object analytics for collections, repositories & federations. *LAK '13: Proceedings of the Third International Conference on Learning Analytics and Knowledge*, 285–286. <https://doi.org/10.1145/2460296.2460359>
- Stagg, A., Nguyen, L., Bossu, C., Partridge, H., Funk, J., & Judith, K. (2018). Open Educational Practices in Australia: A First-phase National Audit of Higher Education. *The International Review of Research in Open and Distributed Learning*, 19(3), 172–201. <https://doi.org/10.19173/IRRODL.V19I3.3441>
- Sunar, A. S., Novak, E., & Mladenović, D. (2020). Users' learning pathways on cross-site open educational resources. *CSEDU 2020 - Proceedings of the 12th International Conference on Computer Supported Education*, 2, 84–95. <https://doi.org/10.5220/0009391600840095>
- Tovar, E., Tabuenca, B., & Piedra, N. (2020). EntreCom4ALL MODEL to sustain the entrepreneurship competence needs. *IEEE Global Engineering Education Conference*,

- Yalcinalp, S., & Emiroglu, B. (2012). Through efficient use of LORs: Prospective teachers' views on operational aspects of learning object repositories. *British Journal of Educational Technology*, 43(3), 474–488. <https://doi.org/10.1111/J.1467-8535.2011.01212.X>
- Zervas, P., Alifragkis, C., & Sampson, D. G. (2014). A quantitative analysis of learning object repositories as knowledge management systems. *Knowledge Management & E-Learning: An International Journal*, 6(2), 156–170. <https://doi.org/10.34105/J.KMEL.2014.06.011>
- Zervas, P., & Sampson, D. G. (2013). A quantitative analysis of the reuse of mobile assisted language learning resources: the case of mobile2learn repository. *Proceedings - 2013 IEEE 13th International Conference on Advanced Learning Technologies, ICALT 2013*, 36–40. <https://doi.org/10.1109/ICALT.2013.16>
- Zervas, P., & Sampson, D. G. (2017). Developing Metadata Application Profiles for Open Educational Resources Federated Repositories: The Case of the Open Discovery Space Metadata Application Profile. In *Developing Metadata Application Profiles* (pp. 118–145). IGI Global. <https://doi.org/10.4018/978-1-5225-2221-8.CH006>