

Building Infrastructure for Open Educational Resources at UW Tacoma

BUILDING INFRASTRUCTURE FOR OPEN EDUCATIONAL RESOURCES AT UW TACOMA

An Introduction and Reference

Marisa Petrich

Serin Anderson

University of Washington Tacoma Library

Tacoma, WA



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About this Resource

Building Capacity for Open Educational Resources at UW Tacoma was created as an optional pre-module for the UW Tacoma Library's Building Capacity for Open Educational Resources summer workshop series. It provides introductions to some select terms and concepts and addresses a few familiar concerns about OER so that workshop participants can share a common frame of reference. It is not meant to be a comprehensive resource, and no part of it should be considered legal advice.

We recommend working your way through the table of contents in sequential order, engaging with the knowledge checks and exercises at the end of each section. This module ends with a Check & Reflect section that will ask you to look back at what you've learned and complete a final reflection.

Some sections include videos. These are recommended if you have the time and interest to view them, but are not required to successfully complete the module.

Acknowledgements

The majority of this work was revised or remixed, and we owe a great deal to the creators of the openly licensed or public domain works included in this module. They are credited as appropriate throughout this resource and included in the list of references.

Many thanks are owed to Serin Anderson, who contributed feedback, phrasing, and support for this work.

The Building Infrastructure for Open Educational Resources

workshop program was made possible with the support of the UW Tacoma Strategic Initiative Fund. You can read more about it on the UW Tacoma Library Blog.

NEXT SECTION: GETTING TO KNOW OER



[PART I]

Getting to Know OER

We'll begin by learning what Open Educational Resources are — and a little bit about what they are not. We'll also discuss a few of the benefits of using or creating OER.

In this section:

- What are Open Educational Resources?
- Why do they matter?
- The difference between free and open.

Objectives

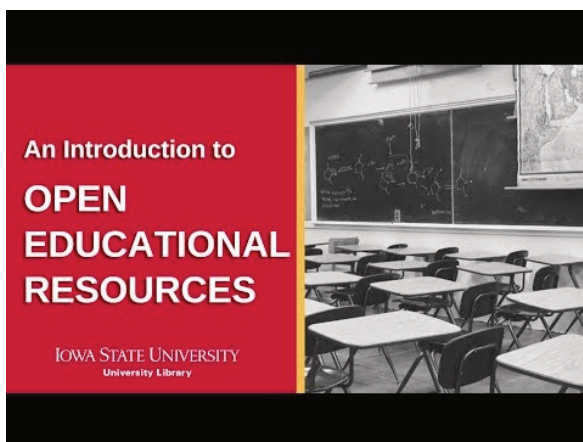
At the end of this section, you will be able to:

- Define Open Educational Resources, and differentiate them from free resources.
- Describe ways OER can be useful to students, educators, and the general public.

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[1]

What are Open Educational Resources?



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You can view it online here: <https://uw.pressbooks.pub/oercapacity/?p=5>

Open Educational Resources (OER) are any materials designed for teaching and learning that are either in the public domain

or come with open copyright licenses. The licensing terms of these materials allow users to share certain rights to the work. These shared rights, or permissions, are what separate OER from other kinds of free resources. With them, we are able to share and adapt OER content in various contexts without worrying that we are running afoul of copyright law.

Open Educational Resources come in many different formats and may include textbooks, lesson plans, online learning modules, videos, images, podcasts, and more. While many start as digital files, OER may also be available in print or other physical formats, or allow users to convert the digital file to print.

We recommend viewing the optional video above to learn more about what Open Educational Resources are, why they matter, and how you might use them.

Knowledge Check



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The text in this section was adapted from UH OER Training Chapter 1: Defining Open Educational Resources (CC-BY) and SPARC's OER Mythbusting (CC-BY).

[2]

Why do they matter?

Cost savings are a huge motivator for many when adopting Open Educational Resources, but there are plenty of other reasons to use or create OER. They also provide the opportunity to personalize learning materials to fit a specific course or an educator's unique approach to a topic. This could include rearranging the order material is presented in, adding or eliminating content, changing examples to be more relevant to your students, or other modifications.

Open Educational Resources, pedagogies, and practices can also:

- Increase innovation by allowing good ideas to grow and be built upon by others.
- Allow access to learning materials to those who might not otherwise have it.
- Encourage collaboration and participation in knowledge creation.
- Enable users to have print and digital copies of the same text without having to purchase separate copies.
- Help other educators implement changes quickly and efficiently.

Knowledge Check



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The difference between free and open.

*“If all that was meant by open was free, we wouldn’t need a new word.
We’d just call it free.”*

– David Wiley¹

Free materials serve a meaningful purpose in education by providing tools to support teaching and learning, but free resources are not necessarily open resources. “Free” means that there is no required cost to access materials. It does not mean that users may also reuse, modify, or share the materials.

When a resource is open, a user can revise it or remix it with other open resources or self-generated content to produce new material. They also know that they are free to share the resource widely, so long as they abide by the terms of the creator. These terms are typically established in the work’s license — for instance, the user may be required to credit the original author.

1. UB Center for Educational Innovation. High Impact Practices for Integrating Open Educational Resources (OER) into University Courses, 2016.
<https://www.youtube.com/watch?v=x3CY6RR4uns&feature=youtu.be>.

knowledge check



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NEXT SECTION: COMMON QUESTIONS

The text on this page was adapted from Open Educational Resources (OER): A Fact Sheet for Adult Education (CC-BY).

[PART II]

Common Questions

There are a number of common questions that come up when users begin exploring Open Educational Resources. We'll address a few of them here. We also recommend reviewing SPARC's OER Mythbusting document for more information.

You are encouraged to bring any questions or concerns you have to the Building Infrastructure for OER workshop or to a member of the library's OER team.

In this section:

- Will OER meet my quality standards?
- Are open licenses complicated?
- Is support available for this work?

Objectives

By the end of this section, you will:

- Be familiar with some common questions and available resources for working with OER.
- Understand the basics of open licenses.

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Will OER meet my quality standards?



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There are lots of high quality Open Educational Resources available today. In fact, the Open Education Group's ongoing Review Project has collected numerous peer-reviewed studies indicating that perceived resource quality and achievement of student learning outcomes are frequently the same or better in OER classes than in those using traditional textbooks. The optional video above provides a summary of some of this research.

In instances where readily available OER may not be the right fit, users have the option to supplement them with additional readings and materials. Many OER can also be revised or remixed to better suit specific needs. This allows users to update information, adjust the context of a work, or otherwise address areas that may be lacking.

We will discuss resources to begin searching for OER, methods of assessing OER quality, and approaches to adapting and supplementing texts more in the workshop.

Exercise

Write down a few notes in response to the following questions. We will be coming back to these topics in the workshop.

- What are some key quality indicators you look for when selecting course texts and materials?
- What questions do you have about searching for high quality open educational resources?

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[5]

Are open licenses complicated?

A common OER myth is that copyright licenses for Open Educational Resources are complicated and difficult to understand. In fact, open licenses often make navigating the terms of use for OER much easier than understanding permissions for more traditional materials.

Creative Commons offers a variety of frequently used examples of open licenses. These ready-made alternatives provide simple, easily recognizable abbreviations and icons that let users know how a work may or may not be used. Authors have a range of options to choose from, depending on their preferences. For instance, you may choose a license that denies permission for users to modify your work or asks that and derivatives be shared using your original license terms.

We will talk more about Creative Commons licenses in the workshop.



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knowledge check



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Is support available for this work?

Lots of support exists for people interested in adopting, creating, and supplementing OER. There is a thriving, international community of open education authors and advocates sharing their experiences, insights, and materials.

The UW Libraries also offer resources and services to help with this work. These include access to publishing platforms, grants for faculty to author their own OER texts, training opportunities, and more. We'll discuss these (and many other things!) more in our workshop series.

Exercise

Write down a few notes in response to the following questions. We will be coming back to these topics in the workshop.

- What challenges do you anticipate when it comes to adopting OER for your courses?
- What kinds of support would be helpful to address these challenges?

NEXT SECTION: USEFUL TERMS

[PART III]

Useful Terms

Please review the glossary below as needed for definitions of terms that have appeared in this work and a few related terms. When you are ready, move ahead to the final Check & Reflect section.

Glossary

Copyright: A form of intellectual property that gives the owner (usually the author) of an original work exclusive rights relating to copying, disseminating, and adapting the work. The rights protected by copyright are automatically granted to the copyright holder, whether or not this is stated on the work itself.

Creative Commons: A nonprofit organization that creates and shares a range of open copyright licenses that anyone may apply to their own creative works.

Fair use: A legal doctrine that permits unlicensed use of copyrighted works in certain circumstances.

Free: In this context, the ability to access or view a work without charge. This may or may not include permissions like reusing, modifying, or sharing the work.

Open: A free grant of permissions, typically those protected by copyright.

Open Access: A publishing model in which work is made available to the end user at no cost and with less restrictive licensing terms.

Open Educational Resources: Any materials designed for

teaching and learning that are either in the public domain or come with an open license. They may include print or digital texts, videos, lesson plans, images, and more.

License: A document specifying how a work may be used. It grants permissions and states restrictions. Authors may choose to use an open license, which shares certain permissions typically protected by copyright without transferring ownership of the work.

Public Domain: Describes creative works that are not protected by copyright, and are therefore free to use without permission. Works in the public domain are those whose intellectual property rights have expired, have been forfeited, or are inapplicable.

Redistribute: In this context, the ability to share a work with others or on other platforms.

Remix: In this context, combining two or more openly licensed works to create something new.

Retain: In this context, the ability to keep or make your own copy of a work.

Reuse: In this context, the ability to reuse an unmodified work verbatim in a variety of ways and settings.

Revise: In this context, adapting, modifying, or improving a work originally created by someone else.

NEXT SECTION: CHECK & REFLECT

The definitions in this section were used and adapted from Citations vs. Attributions (CC-BY) and Open Licenses Step by Step (CC-BY) by Amy Hofer, Module 3: What is an open license? (CC-BY) and Module 6: What is public domain? (CC-BY) from Boyoung Chae's How to Use Open Educational Resources course, High Impact OER Adoption: Ambitions, Practical Considerations, and Outcomes (CC-BY 4.0) by David Wiley, and SPARC's Open Access page (CC-BY).

[PART IV]

Check & Reflect

You're almost done! Use this section to do some last checks of what you've learned. When you're ready, move ahead to the final reflection.

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Knowledge Check

Define key terms



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Identify oer uses



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NEXT PAGE: FINAL ASSESSMENT

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Final Reflection



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NEXT SECTION: REFERENCES

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