

A lush forest scene with a stream and moss-covered trees. The image shows a dense forest with tall, thin trees and a stream in the foreground. The trees are covered in moss, and the water is calm, reflecting the surrounding greenery. The overall atmosphere is serene and natural.

Open For Sustainability

Will Engle
**Centre for Teaching,
Learning, and Technology**



UBC Point Grey Campus is
on traditional, ancestral,
unceded Musqueam
Territory.

Photo: Musqueam Post, sʔi:łqəy̓ qeqən
(double-headed serpent post), on the
UBCV Campus

Photo by UBC Brand and Marketing



I hope you will leave this tal with:

- An introduction to what makes a resource “open”
- Considerations of the practicalities working with open resources
- Information on support available at UBC

Download the slides here:

What does
open
actually mean?

Open Like A Museum



[Flagstaff Gallery](#), shared by the Flagstaff Gallery, [CC BY-SA 4.0](#), via Wikimedia Commons, Slide Adapted from Christina Hendricks.

Cost

Free or minimal fees
for users

Access

Ability to
view/read/use with
no or minimal
barriers (bandwidth
needed, software,
passwords, account
creations,
memberships, etc)

REUSE

Open copyright
licenses that allow for
reuse, modification,
commercial use, etc

Formats that allow
for editing, copying,
etc.

ACCESSIBILITY

Digital
accessibility,
Universal
Design for
Learning

CONNECTION

Open participation,
community
engagement,
development of
networks, students
contributing
knowledge, inclusion
etc.

What Can Be Made Open?

Open scholarship is the application of open practices throughout the teaching, learning, research and scholarly environment.

- Practices
- Planning
- Pedagogies
- Courses
- Enrollment
- Research
- Methods
- Data
- Resources
- Other?

Open Educational Resources (OER) are any **teaching and learning resources** that are **free of cost and access barriers**, and which also carry legal permission for open use **allows anyone to freely use, adapt and share the resource—anytime, anywhere”**

([SPARC](#), n.d; [Hewlett Foundation](#), n.d).



The 5 R's of Open Content:

01	Retain	<ul style="list-style-type: none">• make, own, and control a copy of the resource• e.g. download and keep your own copy
02	Revise	<ul style="list-style-type: none">• edit, adapt, and modify your copy of the resource• e.g. translate into another language
03	Remix	<ul style="list-style-type: none">• combine your original or revised version with other existing material to create something new• e.g. make a mashup
04	Reuse	<ul style="list-style-type: none">• use your original, revised, or remixed copy of the resource publicly• e.g. on a website, in a presentation, in a class
05	Redistribute	<ul style="list-style-type: none">• share copies with others• e.g. post a copy online

David Wiley, From: **Defining the "Open" in Open Content and Open Educational Resources**



Creative Commons
(CC) licenses
provide advance
permission to use
copyrighted
material under
certain conditions.



BY

Attribution

Others can copy, distribute, display, perform and remix your work if they credit your name as requested by you



ND

No Derivative Works

Others can only copy, distribute, display or perform verbatim copies of your work



SA

Share Alike

Others can distribute your work only under a license identical to the one you have chosen for your work



NC

Non-Commercial

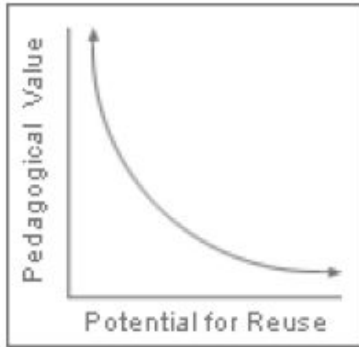
Others can copy, distribute, display, perform or remix your work but for non-commercial purposes only.



Why might reusing, revising or redistributing other people's sustainability work, or allowing others to do the same to yours, be valuable?

- **Increased audience** through the removal barriers.
- **Increased reuse** by allowing others to take what they have created and combine it with other elements, adapt it and republish.
- **Increased access** with the intention is to support particular groups who may be disadvantaged. This may mean incorporating a social justice approach to scholarship or developing strategies such open access admission or courses such that no formal entry qualifications are required to study.
- **Increased experimentation** through the use of different media or approaches that wouldn't fit within the normal constraints of standard practice.
- **Increased reputation** by being networked and online can help improve an individual's or an institution's profile.
- **Increased participation** and input through open practices. This could be crowdsourcing in research or getting feedback on a book or research proposal. Being open allows others to access it and then provide the input required.

The Reusability Paradox



1. The more context a learning object has, the more (and the more easily) a learner can learn from it.
2. To make learning objects maximally reusable, learning objects should contain as little context as possible.

Therefore:

Pedagogical effectiveness and potential for reuse are completely at odds with one another

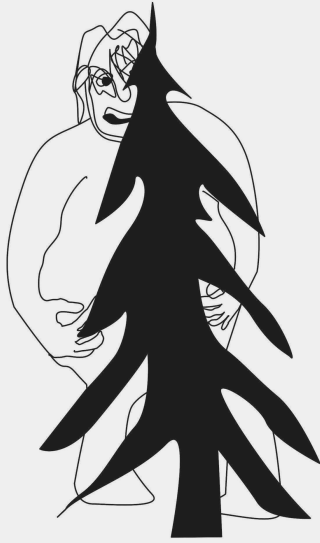
A large white square containing the text '70%' in a bold, dark green font. The square is positioned in the upper left area of the slide.

70%

Of **UBC Students** reported they went without a textbook or other course resource due to cost

“Vast majority of survey respondents perceived the open textbook to be of the same or better quality than commercial textbooks used in their other courses. Further, many of them appreciated the fact that the textbook was customized to this particular course—which is made possible by the use of a textbook with an open license.”

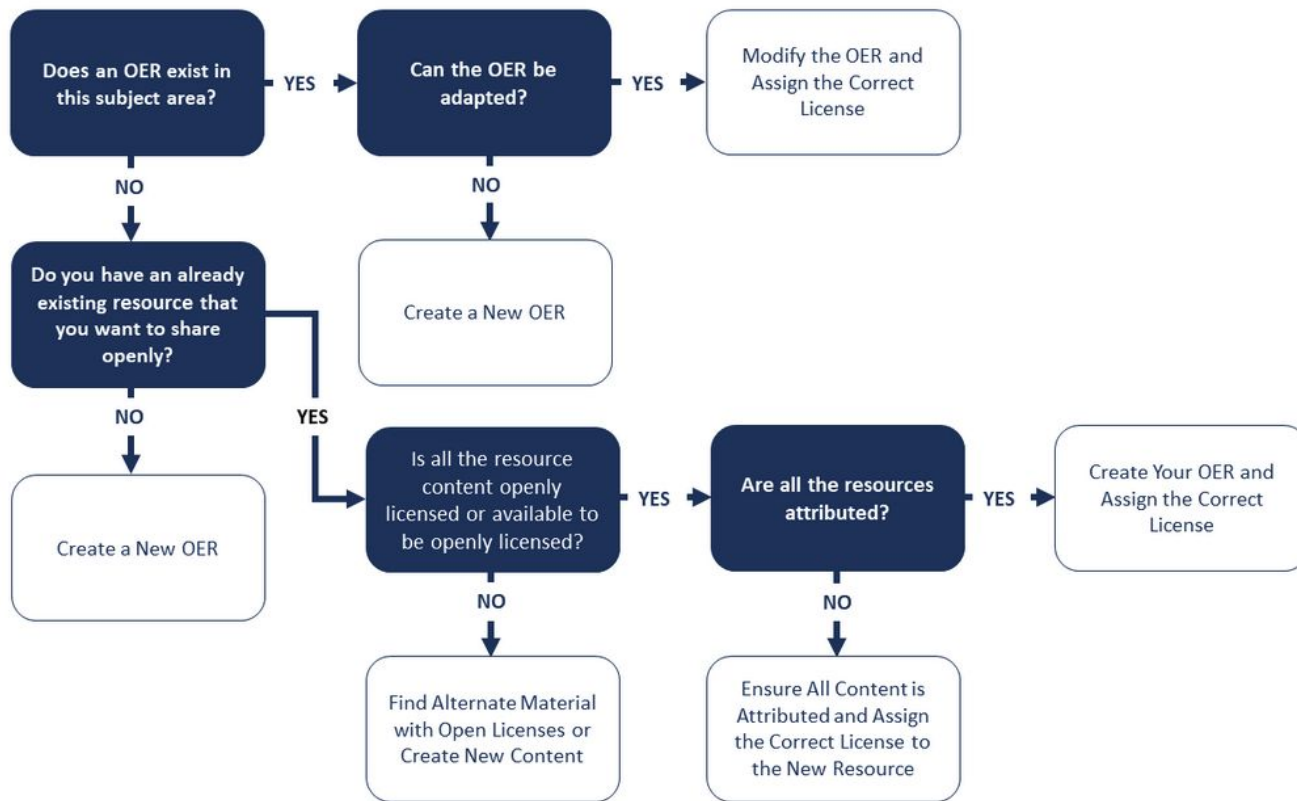
Hendricks, C., Reinsberg, S., and Rieger, G. (2017). *The Adoption of an Open Textbook in a Large Physics Course: An Analysis of Cost, Outcomes, Use, and Perceptions*. International Review of Research in Open and Distributed Learning. Retrieved from <http://www.irrodl.org/index.php/irrodl/article/view/3006/4220>:



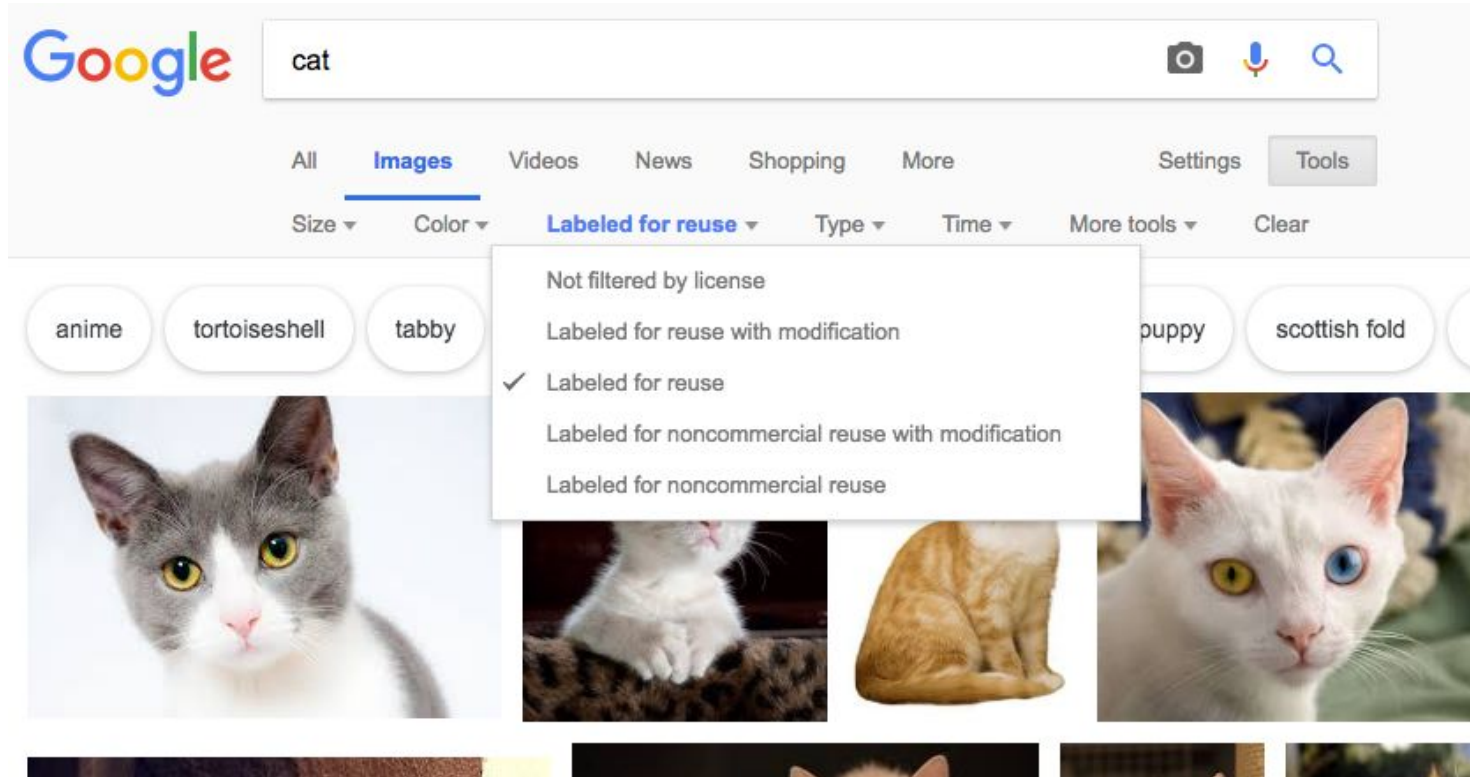
“When work is done privately
– when it is carefully hidden
from the public – no synergy is
possible. When the individual
nodes remain disconnected,
no network can emerge.
When the giant hides, no one
can stand on his shoulders.”

- [David Wiley](#)

How Do You Make
Something
Open?



Finding OER



UBC Library

<https://guides.library.ubc.ca/open-education/finding>

OASIS OER Search

<https://oasis.geneseo.edu/index.php>

BC Open Collection

<https://collection.bccampus.ca/>

1.4 BILLION

 creative
commons
(<https://stateof.creativecommons.org/>)

CREATIVE COMMONS LICENSED WORKS

2017 1,471,401,740

100%

2016 1,204,935,537

82%

2015 1,118,900,000

76%

2014 882,000,000

60%

2010 400,000,000

27%

2006 140,000,000

10%



T = Title
A = Author
S = Source
L = Licence



An up-close picture of a curious
male domestic shorthair tabby cat
by [Ugrashak](#) (CC by 4.0)

More info: https://wiki.creativecommons.org/wiki/Best_practices_for_attribution

Adding a Creative
Commons License
to your Work:



<https://chooser-beta.creativecommons.org/>

Quartz Parrot

Calculus Textbook

for *Biology Students*

- Is it appropriate to make the material open?
- Are you using other people's materials? Can you reproduce the material?
- Are you allowed to change it?
- Have you met the license conditions? Have you provided attribution?
- Is the material accessible for all people?
- Is it in a format that other people can access and edit?

A lush forest scene with a stream and moss-covered trees. The image shows a dense forest with a small stream flowing through it. The trees are covered in moss, and the foliage is vibrant green. The scene is misty, creating a serene and natural atmosphere. The text "UBC Resources & Support" is overlaid on the image in a white, sans-serif font.

UBC Resources & Support

The UBC OER Fund

Grants to support:

- The adoption, adaptation, or creation of OER which address affordability and access to learning resources within UBCV credit based courses;
- Course enhancements using open educational resources, including assessment materials.
- Activities and events that seek to engage the UBCV community in increasing awareness and capacity for supporting OER.



Deadline: Jan. 19, 2023
<https://oerfund.open.ubc.ca/>



THE UNIVERSITY OF BRITISH COLUMBIA



UBC OER Collection

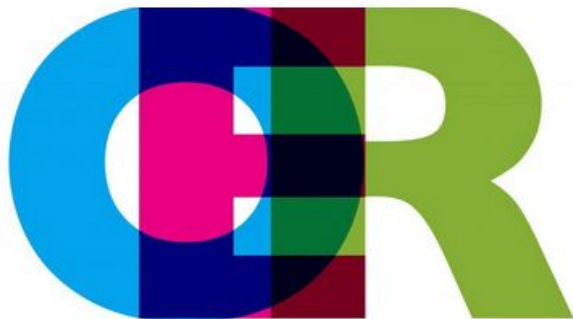
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Open UBC



Explore

Explore UBC Curated Open Educational Resources

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Latest Resources

Statistics Labs for Psychology

Summary of Findings

000000-0

Introduction

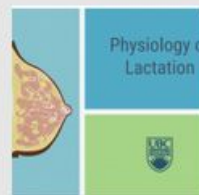
The following study is intended as a contribution to gaining experience in (1) conducting analytical research, (2) applying results to help solve, (3) interpreting the results in the context of the problem, and (4) providing a collection of adapted pedagogical methodological principles on research conducted by the Faculty in the University of Madrid (economic management) (2010). We wish to study a collection of methodological material and analysis, applied to economic management, the production of a large number of the analysis and possible feedback to clarify the study. In addition, using this material, you can improve yourself as a student research team after having finished the study and get to know the other students. You have to consider the analysis conducted in the analysis strategy, except the results and discussion phase.

Statistics Labs for
Psychology
June 20, 2022



RMST 202: Literatures
and Cultures of the
Romance World II,
Modern to Postmodern

April 9, 2022



Physiology of Lactation

March 15, 2022

<https://oer.open.ubc.ca/>

Take three minutes and think about any sustainability projects on which you are working that is not currently open.

- How could you change that project, resource, or practice to make it open?
- What are two or three practical steps that you could accomplish in a couple of hours that would help you begin to move towards open?
- What challenges or barriers would you encounter; what support or help would be useful?

Additional Resources

- Talk by Kayla Lar-son on the 6R's of Indigenous OER: Re imagining OER to Honour Indigenous Knowledge and Sovereignty
- UBC Program for Open Scholarship and Education
- UBC Library Open Textbook Publishing Guide
- Open UBC OER Accessibility Toolkit
- BCcampus Faculty OER Toolkit and OER Adaptation Guide
- Literature review of multiple studies showing the efficacy of OER: the Open Ed Group Review Project



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Shared at Wikimedia Commons: [Mapping OER -
Bildungsmaterialien gemeinsam gestalten](#), CC BY 4.0